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TOP OF THE News

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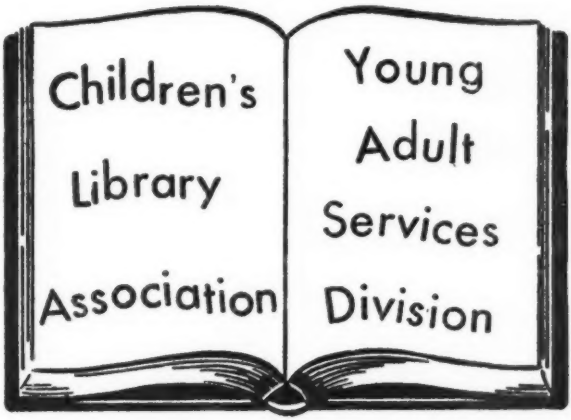

WRITING BOOKS ABOUT HENRY HUGGINS

TELEVISION COURSE IN CHILDREN'S LITERATURE

BOOK TALK FOR TEACHERS

Volume XIV, No. 2 December 1957

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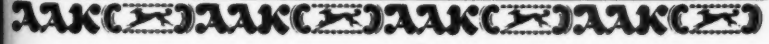

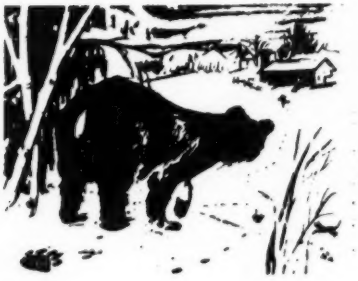

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WRITING BOOKS ABOUT HENRY HUGGINS

Talk given at the Pacific Northwest Library Association conference, September 5, 1957, by BEVERLY CLEARY, *winner of the PNLA Young Readers' Choice Award.*

BEVERLY CLEARY

I am most happy to accept the Young Readers' Choice Award from the Pacific Northwest Library Association this morning. To have my book, *Henry and Ribsy,* chosen as the favorite of young readers of the Pacific Northwest is a most gratifying experience and one that is particularly satisfying to me because this book is the outgrowth of a Northwestern childhood.

Perhaps *Henry and Ribsy* really began when I was a very small girl, an only child living in isolation on a farm on the outskirts of Yamhill, Oregon. Because Yamhill was too small to have a library, my mother arranged with the state library to have deposits of books sent to the town. Once a week she acted as librarian in a lodge room upstairs over a bank. It was in this dingy room filled with shabby leather-covered chairs and smelling of stale cigar smoke that I made that most magic of discoveries. There were books for children! How well I remember hanging over the edge of the packing case when my mother unpacked a new shipment of books and how grateful I am to the unknown librarians who always included a few books that were exactly right—*The Tale of Peter Rabbit, The Blue Aunt, The Curly-haired Hen* (as a farm child I found this hilarious), and best of all, the volume of Jacob's *English Fairy Tales,* that included the story of the Hobyahs, a book so precious that I insisted on taking it to bed instead of my teddy bear. My mother had to pry it

out of my fingers while explaining that library books must be treated with care because they belonged to everyone.

When I was ready for school my family moved to Portland, and there I made another miraculous discovery. There were not just a few books for children. There were many. I shall never forget my stunned realization the first time I was taken to the main children's room of the Portland Library Association and was told that all the books in this great big room were for boys and girls. Visits to this room were a special treat that yielded the read-aloud treasures, *The Princess and Curdie* and *The Princess and the Goblin.*

When I was in the fourth grade, a branch library was built three blocks from our house. I was delighted to learn that now I could not only go to the library all by myself but I could go six days a week if I wanted to. It was here that my reading problems began. I was an omnivorous reader, but as I read through the shelves, one at a time, beginning with the letter A like the Middle Moffat, I began to form definite opinions about the kind of stories I wanted to read. I wanted to read stories about ordinary American children in moderate circumstances who lived with two parents in plain square houses on fifty by one hundred lots in a medium-sized city and who walked a few blocks to a red brick schoolhouse like the one I attended. I wanted children in books to act like the children in my neighborhood who were only moderately well-behaved and who were often naughty.

It seemed to me that the children in books were so often rich, with nannies and pony carts. If they were not rich, they were poor, good, industrious, and, worst of all, obsequious to the rich who arrived with baskets of food, solving all the problems in the last chapter. Book children lived in foreign countries, frequently they were orphans, they solved mysteries, or they had adventures that could never happen to any child I knew. Most of these children were uninterestingly well-behaved, and, if they were not, in the course of the story they learned to be better boys and girls. This was no fun at all.

Most of all, I wanted stories to be funny. It was at this point in my reading development that I suspect the children's librarian must have found me a problem. At least once a week I asked her for a funny story. First, she produced folk tales, the sort of story in which the old man trades jobs with his wife and does the housework, with disastrous results. I politely agreed that this was funny, but it was not what I meant. I wanted a funny story that could really happen. *The Peterkin Papers* was produced, and once more I politely agreed that these stories were funny. I did not, however, agree that *The Peterkin Papers* could really happen. To me they were fantasy because no adults that I knew were as stupid as the Peterkins who needed the Lady from Philadelphia to tell them to pour out their coffee when they had seasoned it with salt instead of sugar. *Inger Johanne's Lively Doings* was offered next. This I dismissed with-

out reading more than a few pages. The story took place a long time ago in a foreign country and, worst of all, it was an "I" book.

I am sure the children's librarian was greatly relieved when she finally produced a book that was exactly right. That book was *Dandelion Cottage* by Carroll Watson Rankin, the story of four girls who were allowed to use a small house for a playhouse if they would dig all the dandelions out of the yard. This book I read over and over during my childhood. It was true that these girls lived in a small town in Michigan instead of a medium-sized city in Oregon, but I recognized them as real American children, only moderately good, and often delightfully naughty. My mother often exclaimed, "Not *Dandelion Cottage* again!" when I brought the book home from the library, but I read it over and over, always secure in the knowledge that here was a good book that I was sure I was going to enjoy.

During this period of my life I was also active in a literary way myself. I earned a treasured copy of *The Story of Dr. Dolittle* by reviewing the book for the Journal Juniors, a club sponsored by the Portland *Journal*. I also won two dollars offered by the local school store for the best essay about a wild animal. I won because nobody else entered the contest. I was rejected by the St. Nicholas League.

About that time a new class called "Library" was introduced into my school, which had changed to the "platoon system." This was a favorite course with me—writing book reports was fun, and learning to use the catalog a fascinating game. As a part of this class, the teacher asked us to write essays about our favorite book character. I had so many favorite characters—Peter Pan, Heidi, Downright Dencey, Jo March—that I wove half a dozen of them into a story called *A Journey Through Bookland*. The teacher was so pleased with my story that she read it aloud and told the class that when I grew up I should write stories for boys and girls. I was so elated by this compliment and so pleased to have my story appreciated that I made up my mind that this was exactly what I would do. Someday I would write books—the kind of books I wanted to read.

Along with this ambition it seemed perfectly natural that I should also want to be a children's librarian. And so eventually I attended the School of Librarianship at the University of Washington and became Children's Librarian in Yakima, Washington. There I noticed that many children wanted to read about ordinary American boys and girls. I sympathized with the boy whom I judged to be about right for King Arthur who said, "Aw, I don't want to read about kings. I want to read about human beings." There were many requests for funny stories and, like the librarian of my own childhood, I found these requests difficult to fill. Someday, I told myself, when I found the time I was going to write a book.

Somehow, marriage and the war years spent as an Army librarian

took all of my time. After the war, my husband and I bought a house in the Berkeley hills, and in the linen closet I found several reams of typing paper. "Now I'll have to write a book," I remarked to my husband.

"Why don't you?" he asked.

"Because we never have any sharp pencils," I answered.

The next day he brought home a pencil sharpener and I realized that if I was ever going to write a book, this was the time to do it. I sat down at a table in our spare bedroom and began a story based on an incident that had once amused me about two children who had to take their dog home on a streetcar during a heavy rain. This turned into a story about a boy who would be allowed to keep a stray dog if he could manage to take him home on a bus. When I finished that chapter I found I had ideas for another chapter and at the end of two months I had a whole book about Henry Huggins and his dog Ribsy.

I wasn't quite sure what to do with the manuscript; so I typed my name and address on the title page and mailed it to William Morrow and Company because I had heard that Elisabeth Hamilton, who was then editor, was one of the best and because I had once heard an author remark that Morrow was kind to authors. The book was promptly accepted and I was suddenly dismayed to find that I was the author of a book about a small boy. At that time I had no children. What *had* I done? I didn't know a thing about small boys. I went straight to the library and read up on small boys in Gesell and was enormously relieved to find that Henry Huggins was psychologically sound, and that I really did know quite a bit about boys.

Other books followed, and I continued to have ideas about Henry Huggins. *Henry and Ribsy* sprang from a suggestion made by my father who thought it would make a funny story if Henry and his father took Ribsy salmon fishing and Ribsy was so frightened by a salmon flopping around in the boat that he jumped out and tried to swim away. The idea appealed to me because, as a child, vacations along the Oregon coast had meant so much to me. My husband and I took a trip up the Oregon coast during salmon-fishing season and I stood at the mouth of the Rogue River and watched salmon being caught. This reminded me of the time my cousin caught a salmon with his bare hands when he was about Henry's age and I knew I had the end of my story. Henry, I decided, wanted more than anything to catch a salmon, but his father would not agree to take him fishing unless there were no complaints from the neighbors about Ribsy for the whole summer.

When I am working on a book, ideas have the most delightful way of popping up unexpectedly. We had our car lubricated and it occurred to me that Henry would like to ride up on the grease rack and a dilemma could easily develop if he was in a car on the grease rack and his dog on the ground. A neighbor remarked that her son disliked taking out the

garbage and I was reminded that the dog next door always barked furiously when the garbage men came. Of course Ribsy would feel that the garbage men were trying to steal the garbage Henry placed in the can every day because he would think it was Henry's garbage. A dog eating a small girl's ice cream cone was the inspiration for another chapter. *Henry and Ribsy* was an easy book to write and I had a good time writing it.

Adults often ask if I try out my stories on children before submitting the manuscripts to my publisher. They also want to know how I go about grading my stories for a certain reading level and if I use a word list. These questions always surprise me because they make writing sound like such hard work. Another frequent question is how I go about writing humor. My answer is that I don't try—I simply write stories and because of some lucky quirk in my personality, they turn out to be funny.

I believe that any writer for children should think what he as a story-teller would enjoy telling children rather than to try to guess what an audience wants or needs to be told in a vocabulary of 439 or 372 words. In my own books I write for the only child I really know and that is the child within myself. I simply write the books I wanted to read as a child. Writing is a pleasure and I feel that if I did not enjoy writing, no one would enjoy reading my books.

If my books are popular with children, it is because my childhood was bounded by the experiences of an average American child and I have been fortunate enough to make stories out of the ingredients such a childhood provides—trips to the beach or the mountains, classroom experiences, neighborhood play, family relationships—the little everyday experiences that do not seem important to adults, but which are so terribly important to children. So many children have grown up the same way I grew up—with two parents in an ordinary house on a city lot a few blocks from school. Perhaps their lives do not seem eventful, but they are eventful in little ways that loom large to a child.

The nicest letters that I receive from children are those that include some small incident of such great importance that the child wants to share it. A boy in Seattle wrote, "We have a new Mercury that spits on the windshield." Another boy in California closed a letter with the remarkable news, "May 12 we got ink in our inkwells." A girl in Iowa confided the delightful information, "My grandmother raises popcorn."

These letters, so charming to read, are always reassuring to me because they reveal that children feel that I understand. Until now they have been one of the most satisfying rewards of writing. Now the Young Readers' Choice Award which comes directly from the vote of children themselves is the best reward of all.

AURIANNE AWARD AIMS TO DEVELOP HUMANE TREATMENT

SUE HEFLEY, *Supervisor, Webster Parish Schools Materials Center, Minden, Louisiana.*

Augustine Aurianne, whose last professional responsibility was that of librarian at Alcee Fortier High School in New Orleans, must have believed that there were developmental values in books and that the quality of being humane represented a value to be developed and nurtured, particularly in the young. For when Miss Aurianne died, in 1947, her will disclosed that she had made provision for the establishment of an annual award to be given "for a suitable number of years" for the "best juvenile book on animal life" which develops a humane attitude. The American Library Association was named as the agency to administer the award. This responsibility was accepted, attendant legal requirements have now been met, and the organizational machinery for making the first award has been set in motion, and was announced in the October issue of *Top of the News.*

In accordance with the terms of Miss Aurianne's will, the fund which establishes the award is to be known as the Pierre Aurianne, Sr., and Adele A. Aurianne Memorial Fund. Miss Aurianne's father was Pierre, Sr., and her younger sister, who died in 1942, was Adele.

Augustine Aurianne was born in New Orleans and made her home there for most of her seventy years. Because the French element is conspicuous in New Orleans, it is not surprising to learn that her father, Pierre, Sr., was born in southwest France, near Pau, in the village of Cescau. In 1836, at the age of eighteen, he went to New Orleans and thereafter made it his home. The Auriannes were truly of Old New Orleans.

It is natural to speculate as to the circumstances which led Miss Aurianne to wish to encourage "humaneness," but as far as can be determined, there seems to have been no particular occurrence to explain this emphasis. According to Mrs. William C. Dinwiddie, Miss Aurianne's niece, the donor of the award had a great variety of interests and sponsored many causes, one of which was an early organization of New Orleans teachers, Miss Aurianne being a teacher. She was its first president.

In reporting the news of Miss Aurianne's death, the *New Orleans Times Picayune* of May 17, 1947, provides a summary of her professional life: "An instructor in the Orleans Parish school system for more than 39 years, Miss Aurianne served on the staff of the New Orleans Normal school for 32 years. She also served one year as director of the teacher-training department of Haskell University at Lawrence, Kansas . . . She was a graduate of Tulane University and the University of Tennessee; she studied at the University of Michigan, the University of Chicago, and Louisiana State University." She also studied at George Peabody College for Teachers.

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READER'S INTEREST—RELATED SUBJECT CLASSIFICATION OF BOOKS

MARIAN KELLOGG, *Librarian, Jackson Junior High School, Detroit, Michigan*

Librarians and teachers have long recognized the fact that attempts to force the reading of books that are too difficult create a "mind-set toward reading that is detrimental to the [young reader's] whole future contact with books."[1] Recognition has also been given to the fact that a library that is too complex in its organization creates a barrier to the enjoyment of its resources by the average potential user. This is especially true of the average junior high school user, who is at an age when life is becoming rapidly more bewildering on the intellectual and physical levels as well as increasingly exciting on the social level. Added complexities only increase his frustrations and he by-passes them when possible.

While this is true of the average early teen-ager, there are alert young people—as well as adults—to whom life's challenges are exciting and stimulating, and no inadequacy in architectural design nor complexity in classification would stop them in their search for knowledge and adventure in books. While serving this small but very important percentage of our population, school and public libraries are also attempting to entice a larger segment of our population into becoming library users.

One means of attracting potential readers in the Detroit area has been the adoption of what has become known as the *Reader's Interest* arrangement of books. This system is in use in many of the newer branches of the Detroit Public Library and in some of the Detroit school libraries. This article is concerned only with the arrangement in use at Jackson Junior High School.

During the summer of 1951 the Jackson Junior High Library was redecorated, which meant that all books were removed from the shelves and piled on the floor in the center of the library. With a major job of organization ahead anyway, the librarian considered this the ideal time to give special consideration to the reading interests and reference needs of her seventh, eighth, and ninth grade readers. She questioned whether strict adherence to the Dewey Decimal Classification System was the very best way of meeting these needs. Could she find a better way? She decided to try to find some system that would bring Jackson pupils and their library books closer together; to make it as easy for them to find the books of their choice on the library shelves as it is to find a can of pork and beans in a self-serve grocery.

[1] Dora V. Smith, "Reading—A Moot Question," *American Library Association Bulletin*, December, 1938, p. 1033.

Branches of the Detroit Public Library in the Jackson school district had already adopted the *Reader's Interest* arrangement of books for parts of their collections, so the public library users in Jackson school were acquainted with this system. However, no attempt was made to make the Jackson library system conform with that of any other library. Special effort was made to find a practical means of stimulating the reading interests of the Jackson pupils and of meeting their curriculum assignments. The needs of the Jackson teachers in organizing their work were also kept in mind.

With these needs as objectives, *Reader's Interest—Related Subject* classification of books has been developed. The *Reader's Interest* arrangement is applied to the more popular types of books, including fiction, true adventure, short stories, science, hobbies, and sports. The *Related Subject* classification is a bibliographical arrangement of books by subject using a simplified Dewey Decimal system as the skeleton for a logical and somewhat familiar organization of materials.

Symbols are used in the Jackson system that have meaning as abbreviations for the *Reader's Interest* sections in which the books are shelved: i.e., My—Mystery, Sp—Sports, Hu—Humor, Ad—Adventure, Ho—Hobbies, etc. All books are included that fall into a certain category regardless of whether they are fact, biography, or fiction. The special symbols are placed at the top of the book spine; the proper Dewey Decimal number at the bottom. Realizing that changes in administration do inevitably occur, the Dewey numbers are continued on all books out of consideration for future librarians who may want to go back to the D.C. arrangement. The *Related Subjects* sections are classified under broad headings: A. Understanding Ourselves and Others, B. International Understanding Through Books, C. The World's Work and Its Workers. Dewey Decimal numbers for countries bring together history, travel, biography, legends, and historical fiction.

As briefly as possible, the system is outlined below. The symbol used on the book precedes the description of the category in each section and subsection.

I. Reader's Interest Sections

A. New Horizons Through Books

1. Ad—Adventure: true adventure (910's), biography and fiction
2. An—Animal books: both fact and fiction, including all of the animal kingdom
   a. An: animals, general
   b. An-D: dog stories
   c. An-H: horse stories
3. E—Easy fiction for readers with a reading handicap
4. G—General Science: includes 910 geographies; all 500's except those in the vocations collection (i.e. books on mountains,

volcanoes, minerals, ocean life, astronomy, chemistry, physics, etc.); 680's on gardening, trees, flowers, etc.

5. Ho—Hobbies: all books from the 600's and 700's that describe hobby activities; all books on scouting, both fact and fiction
6. My—Mystery: including spy and detective stories
7. Sc—Science Fiction: not only of present day but of our father's and grandfather's eras, including *Robinson Crusoe, Swiss Family Robinson, Alice in Wonderland,* and the Jules Verne books
8. Sp—Sports books: including biographies, fiction, and non-fiction, usually classified in the 790's. This section is further subdivided into:
   a. Sp-B: Baseball
   b. Sp-F: Football
   c. Sp—All other sports
9. SS—Short Stories: including some fairy tales and collections from the 800's, as well as short stories usually arranged with regular fiction
10. T1—Early Teens: fiction most suitable for seventh and eighth graders
11. T2—Later Teens: fiction, a few collections of short stories, and some biography most suitable for eighth and ninth graders
12. W—Western stories and a few biographies (does not include books that belong under Westward Movement in U. S. History)
13. Y—Mature Youth: including adult fiction and biography suitable for mature ninth grade readers, i.e. Cather, *Song of the Lark;* Rolvaag, *Peder Victorius;* Ferber, *So Big;* etc.
14. R—Reference Books: encyclopedias, etc.

II. Related Subjects

A. Understanding Ourselves and Others

1. U—Fact, fiction, and biography concerned with problems of home and family living; teen-age problems; community living; democratic human relations, religion, and health
   a. U-D: Democratic Human Relations
      (i.e. Doss, *The Family Nobody Wanted;* Judson, *City Neighbor;* Eberle, *Big Family of Peoples;* Wong, *Fifth Chinese Daughter;* etc.)
   b. U-F: Stories of Family Life
      (i.e. Gilbreth, *Cheaper By the Dozen;* Day, *Life With Father;* Brink, *Caddie Woodlawn;* Wilder, *The Long Winter;* etc.)
   c. U-100: Overton, *Living With Parents,* etc.
   d. U-200: The Bible and Religions of the World
   e. U-341.7: United Nations

f. U-358: Civics
g. U-394: Holidays of the World
h. U-395: Etiquette
i. U-612: Health
j. U-640's: Homemaking and Child Care

B. International Understanding Through Books

1. Pr—Primitive Life and Superstitions
   a. Pr-398.3: Superstitions
   b. Pr-560: Prehistoric times
   c. Pr-568: Dinosaurs
   d. Pr-571-573: Primitive Life
   e. Pr: Fiction
2. Languages of the World and How They Developed
   a. 400's: The regularly assigned D.C. numbers are used on these books
3. The Countries of the World and Their Stories
   By using the Dewey Decimal number for each country, history, travel, biography, legend, and historical fiction relating to each country, books are arranged on the shelves together.
   a. England
      1. H942—English History
      2. T942—Travel in England
      3. B942—Biographies of English People
      4. L942—English Legends and Fairy Tales
      5. F942—Fiction with English history or social life as setting
   b. American Indians
      1. H970.1—Story of American Indian Tribes
      2. B970.1—Indian Biographies
      3. F970.1—Indian Stories

C. The World's Work and Its Workers

1. V—Vocations
   a. V-A to V-Z: Books that deal with specific vocations (i.e. V-A: aviation, V-B: bookkeeper, etc.) These books are arranged on the shelves alphabetically according to the name of the vocation. Individual biographies and fiction with a vocational interest are shelved with the vocations indicated by their subject matter.
2. 700's: Music, art; also biographies of people in these fields. History of architecture and sculpture. The regular D.C. numbers are used.
3. 800's: Literature. A few 800's are shelved under Humor, Holidays, Short Stories, and with the 900's. Otherwise, regular D.C. numbers are used.

The decision to break with the traditional Dewey Decimal Classification System was not an easy one to make. The librarian, more fully aware than she had ever been before of her responsibility to her successor, climbed stairs and drove along highways with greater care than usual. She wanted to live long enough to bring order out of the chaos such changes always make in shelf lists and catalogs.

At Jackson Junior High School Library, as well as in many other libraries throughout the country, both school and public, the interest is no longer in a collection of books arranged by numbers that a trained librarian can always find on demand. The librarian seeks to maintain a library that attracts young people, arranged so simply and logically that they very quickly feel at home in it and can locate quite independently the books, magazines, pamphlets, film strips, and records of special interest to them.

It was evident from the very beginning that the *Reader's Interest—Related Subject* classification of books is practical. Although the librarian was uneasy about the behind-the-scene technical deficiencies, the period of the change-over appeared to work no hardship on the boys and girls. The books were picked up from the piles on the floor, placed in new sections with new headings and everyone was ready to go to work. There was no difficult orientation period. Advantages of the new system are:

1. New classes that come to Jackson semester after semester are easily oriented under the *Reader's Interest—Related Subject* organization. In fact, it is difficult to keep the groups together when they first come to inspect the library. They gravitate immediately toward the sections of the room that most attract them.

2. Under this system a large percentage of the pupils are quite independent.

3. With the bibliographical type of organization, pupils readily locate related materials that would have been overlooked under the strictly D.C. arrangement. For example, related biography, fiction, legends, and travel are all at hand when material on a particular country is needed. This leads to the reading of some of the "better" books that were seldom read before, especially in the fields of biography and historical fiction.

4. Probably the most apparent value of the *Reader's Interest—Related Subject* arrangement is to the young person who has narrowed his interest in reading to one or two types of books. If he can see at a glance that he has read all the books available in a chosen category, he can frequently be persuaded to try something else.

For the librarian, advantages are:

1. Orientation lessons, from the librarian's point of view, no longer are the ordeal they once were. Except in the 900's where the D.C. numbers are used to separate the countries and the periods (930-940) in history, and in the art and literature sections, Dewey numbers are not men-

tioned. The books themselves are discussed; why they are arranged the way they are; what the symbols mean; why the symbols are used; and what the young people can do to help keep the library in order.

2. This arrangement is adaptable. If a book is not moving in the first assigned spot, it frequently can be changed to another. In some cases the same title is shelved in two sections. This is indicated on the catalog cards and across the top edge of the book.

3. The need for making special bibliographies for classroom use is cut to a minimum, a great help to a lone librarian in a school of 1,500 pupils. When a special subject is under consideration, magazine articles, and other ephemeral materials are collected in a file and placed on the shelves with the books. In some cases pamphlets are filed permanently in the sections to which they belong. The film strips are classified in their cabinet in the same manner as are books. Vertical files, having been neglected for the past several years, are due for a complete revision. When they are again in order they will, to as great an extent as possible, conform to the subject arrangement of our books.

4. One of the values of the new system is that teachers make greater use of materials relating to their assigned topics. With so little free time for research, the inclination is to make direct assignments without regard for related, and sometimes more valuable, materials that are available. With the bibliographical arrangement of books on the shelves these resources are immediately at hand. This is especially helpful in making assignments that allow for individual differences and extra credit reports.

Of the problems involved in a reorganization such as has been made at Jackson Junior High Library, probably the greatest the librarian has to contend with is the guilt complex she develops during the early days of the process as she breaks the bonds of training and tradition. Only when she sees the advantages to the boys and girls in their daily independent and stimulated use of the library facilities does her self-confidence return.

The technical problems arising are great. The greatest problem of recording where books have been placed was solved by making a duplicate shelf list, one arranged according to the D.C. system and one conforming to the arrangement of the books on the shelves. It takes a few extra minutes for each book, but is well worth the time and effort.

The librarian can never forget that a library is a place where the individual who has never enjoyed reading can be encouraged to read a little; where the youth who has read a little can be enticed into attempting a full length story of his own choice; where the casual reader learns the high adventures and lasting joys he can find within the covers of great books. Creating the environment and providing the materials for such happy transitions is a challenge to any librarian. It is when she occasionally sees such transitions taking place that she experiences her greatest reward.

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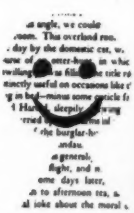

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From the Librarian's Bookshelf

LIONEL B. MCCOLVIN. *Public Library Services For Children.* (UNESCO Public Library Manuals 9) Paris: UNESCO, 1957. 103 pp. Photos. $1.50.

Reviewed by BARBARA DAVIS WIDEM

Mr. McColvin is well known to the library profession as a man of strong convictions about the social values of public library service. He is City Librarian of Westminster in London and Vice-President of the International Federation of Library Associations. His books and articles about book selection and public library services are numerous, all stamped with his forthright personal opinions based on wide experience and study of public libraries in many countries. He has always shown interest in the children's services as an integral part of the total public library program.

The present work being considered is a result of a commission given to Mr. McColvin by UNESCO to prepare a manual of "practical guidance and encouragement" for all those concerned with the development of public library services for children. And, on first glance, the author seems to have covered the subject quite thoroughly. Closer examination shows that the book is seriously weak in several aspects.

There is an irritating unevenness in the presentation which throws general principles next to minute routine recommendations in a kind of hodge-podge.

Despite this confusion, several positive points can be gleaned and may be commended to professional librarians for serious discussion. Examples of such points for debate are:

> The children's library must provide for the children, the staff, and, at times, the parents and the teachers.
>
> A children's library must be limited in the number of users . . . "it is never desirable to have so many coming to any one library that individualized service is impossible."
>
> Parents or teachers should not be asked to accept financial responsibility for any books lost or damaged, and for fines incurred; in fact, there should be no fines.
>
> The number of books which a child should be allowed to borrow at one time should include two ordinary recreational books.
>
> Children should be encouraged to take an active share in the work of the library.

(Continued on page 25)

A TELEVISION COURSE IN CHILDREN'S LITERATURE

HARRIET G. LONG

Miss Long was named Professor Emeritus of Library Science by Western Reserve University on her retirement in June, 1957, from the faculty of the Library School. Over a period of twenty-five years Miss Long has developed a program of professional education for children's librarians which has been outstanding in the country, and she has given valued guidance to all children's librarians through her leadership in the profession. She has made important contributions to the literature of the profession with her book Rich the Treasure *and the bibliography* Children's Books Too Good To Miss, *of which she is co-author. The members of our Divisions unite in wishing Miss Long happy years ahead. We are particularly glad that she is not severing connections with the library profession, but is pioneering in the new medium of televised teaching.*

A famous prima ballerina exclaimed, after her first appearance on television, "You have to keep your mind skinned, because TV cameras are all over the place!" It is true that the different conditions and restrictions which this medium imposes require that you keep "your mind skinned," to such a degree that it often interferes with concentration on what one is saying. For the teacher, accustomed to the privacy of the classroom and a live audience of interested students, the transition must be made to a vast studio, with no one else present but the cameramen. Properties for other programs are scattered about; one small part of the vast area is equipped for the program being televised; bright and all-too-revealing lights are blazing overhead; and two cameras, no more than three feet away, are focused on the speaker.

Western Reserve University was the first university to offer full college credit for courses taught by television. Initiated in 1951, courses have been in progress continuously, made possible by the local television station WEWS as a public service program. In addition to those who take the courses for credit, it is claimed by the university that more than 30,000 persons in Ontario, Canada; in Ohio, and Western Pennsylvania view the programs. In the fall of 1957 a course in Children's Literature is being given for the first time. It is offered three days a week—Tuesdays, Thursdays and Saturdays—from eleven-thirty to twelve noon, and will continue through January of 1958.

After the first nervous adjustment to the medium, one quickly accepts its restrictions and limitations. The spontaneous freedom of movement in the normal classroom situation is strictly curtailed lest one walk outside the camera range. If it is necessary to walk from the desk to an easel where picture books are displayed, this is planned beforehand so that the camera will follow. In showing illustrations in picture books, the inability to transmit color is a handicap, as is the limitation of screen dimensions, which makes it difficult to show with clarity a double-spread illustration, or to show any large amount of written material on the blackboard at one time, instead of in small segments. At the close of the half hour, to round out a sentence just as the camera clicks off comes with practice; or, failing in this, to say with nonchalance, "Well, I guess that is all for today!"

However, in spite of the hazards and limitations, one is convinced of the educational possibilities in this medium, and of its great promise for the future. Where it is being experimented with in education on the elementary and high school levels it is being hailed as the most important educational advance of the century. The opportunity for demonstrations of practices and programs is endless, and one is restrained only by the warning not to turn an educational course into a television show. Through the cooperation of the Cleveland and East Cleveland Public Library Children's Departments, demonstrations of storytelling and book talks are being given; May Hill Arbuthnot will be a guest speaker on poetry, and will demonstrate the use of it in the classroom; and authors, artists, and children's book editors will be interviewed.

Children's Literature is a course that offers many possibilities for television presentation. As someone has said, "It is a natural." At the time this is being written it is too early to have many reactions from the television audience. We have heard that one small city library has bought a TV set so that the staff may view the program during lunch hour. It is hoped that librarians in small public libraries, as well as untrained assistants in children's rooms, may be helped in their desire to know more about children's books and their values. Two letters have reached me thus far, from former students who, their children now grown, are returning on a part-time basis to the profession, saying that they find the telecourse useful as a refresher.

Telecourses, in this subject, no doubt, are and will be offered by other colleges and universities. Wherever one is being given, letters from viewers are of great value in keeping such programs on the screen. Readers of this article may contribute by writing or by urging library patrons to write to the television station or to the sponsoring agency. If enough interest is shown, it may well be that in the future one of the television courses in Children's Literature will be filmed, and made available to libraries for in-service training; to library schools and teacher's colleges where no suitable course in this subject is being given; and to Mother's Clubs and Parent-Teacher groups. Letters from those within reach of this program may be addressed to Telecourses, Western Reserve University, Cleveland 6, Ohio.

Librarian's Bookshelf

(Continued from page 22)

> No system of lending is satisfactory (for children) except the "Brown" system, issuing of a number of tickets to correspond with number of books which may be borrowed.

The above points are all stated emphatically by the author. Without going into the possible arguments for and against such propositions, it is enough to say that librarians generally do not all agree with these propositions (even among the author's neighboring libraries in London).

These and similar statements cover the whole gamut of library operations. The author devotes three chapters, about one-fifth of the text, to the consideration of the book collection. Mr. McColvin again attempts to cover all of the minute details himself with the assistance of only one reference (W. C. B. Sayers, *A Manual of Children's Libraries*, London, 1932)! He suggests that a composite list of recommended children's books be compiled by groups of librarians of each nation. He does not mention, even as an example, the *Children's Catalog* or other basic selection aids so readily available and widely used in the United States. He gives the impression that there are no such tools and has seriously defaulted in his guidance by omitting the kind of practical direction to aids for which children's librarians search. The author's previous publications have recognized the values of audio-visual materials for public library use; books and periodicals are noted as the only stock for children (p. 17).

As a summation of Mr. McColvin's achievement, it would be well to point out that he has succeeded well in supporting with earnest and sincere encouragement the development of children's services. He makes a clear statement of the dilemma facing many nations of too few children's books and no children's libraries and the need for government aid to break this vicious cycle. The frustrations in training too many or too few librarians in countries with newly developed services are also clearly recognized. There is doubt, however, whether his manual can be accepted as the international tool for practical guidance.

RECENT CHILDREN'S BOOKS

Recommended for first purchase by the Book Evaluation Committee, Children's Library Association. This list was prepared under the direction of RUTH WEEDEN STEWART, *Brooklyn Public Library, New York.*

Chute, Marchette. *Around and About.* Dutton, 1957. $2.95.

Rhymes from earlier collections by Marchette Chute will be welcomed by today's children. Parents may remember some of these gay little rhymes which present a situation with perfect understanding of a small child's feelings. Attractively illustrated by the author with silhouettes, this book is suited to the child of pre-school age and to the beginning reader.

Colver, Anne. *Old Bet;* illustrated by Tony Palazzo. Knopf, 1957. Trade edition, $3.00. Library edition, $3.50.

A lively picture story book about the first elephant to reach our shores. In 1808 a little American boy, the son of missionaries, and his pet elephant, "Old Bet," came from Africa to join Mr. Bailey's traveling menagerie in New York State. Children who enjoyed Phil Stong's "A Beast Called an Elephant" will be glad to see this new story of a favorite animal and the early version of a circus. Tony Palazzo's illustrations are dramatic and colorful and will add to the pleasure of the book for boys and girls from 6 to 9 years.

Elkin, Benjamin. *Six Foolish Fishermen;* illus. by Katherine Evans. Children's Press, 1957. $2.50.

Based on a folktale out of an 18th century chapbook, this simple but amusing tale will delight children today. The repetitive style of the story has been given its full value by the publisher in the page planning and illustration. The funny but tragic (?) note which develops—the brothers believe one of the six is missing because each one forgets to count himself—is perfect material for the read-aloud period at home, school, or library.

Flora, James. *The Day the Cow Sneezed.* Harcourt, 1957. $2.95.

Here is a book to bring excitement to a dull day. Follow the adventure of young Fletcher and the barn animals after the cow sneezes and scares everyone out of his senses. Leaving the sneeze, watch the wild trip on a motorcycle, a runaway steam roller, and a detached Ferris wheel. There is a wonderful use of color contrasted with black in the riotous pictures, and, as in "The Fabulous Firework Family," fireworks figure in this second book. It is a glorious escapade of havoc and destruction which seems to appeal to little boys in particular.

Field, Rachel. *Poems;* decorations by the author. Macmillan, 1957. $2.50.

We welcome the reissue of Rachel Field's poems, dear to the hearts of children's librarians for the past thirty years. Many of the poems are reprinted from the author's original collections, some from magazines, and a few are published here for the first time. Miss Field's poetry has a warmth and simplicity which are appealing to children of 7, 8, and 9 years, and this volume is another indication that poetry seems to be coming into its own again with new collections and reissues of old favorites.

Godden, Rumer. *Mouse House;* illus. by Adrienne Adams. Viking, 1957. $2.75.

Anything which is miniature in size has tremendous appeal for children. In this story of a jewelry box in the shape of a little red house, we find a child's imagination turning it into a dwelling for mice. Rumer Godden offers both quality in her writing and delightful fantasy in her story pattern. Children will be captivated by the illustrations so perfectly suited in every smallest detail to this Mouse family story. For the 7 to 10 year olds.

Holling, Holling Clancy. *Pagoo;* illus. by the author and Lucille Webster Holling. Houghton, 1957. Trade edition, $3.75. Library edition, $4.50.

"Pagoo" is a handsome book and can take its place with "Paddle-to-the-Sea" and the other beautiful books of this author. Pagoo is one of the many hermit crabs living in the tide-pools scattered along our beaches. The careful detail in story and illustration which has made the Holling books popular with young naturalists is found again here, particularly in the pictures which are presented with great depth of color. Fascinating, too, to children and offering endless possibilities for study are the black-and-white marginal drawings. Not easy reading, but an interest in the subject will challenge the reading ability of anyone 9 years and up.

Lawson, Robert. *The Great Wheel;* illus. by the author. Viking, 1957. $3.00.

This is the last contribution of an author greatly respected by all people interested in children's literature. "The Great Wheel" can stand with Robert Lawson's other books as a lasting reminder of a writer who understood the ways of a child. A realistic story, based on the building of the first Ferris wheel, brings a young Irish lad across the sea to the scene of the Chicago's World's Fair. An appreciation of the tremendous undertaking in building and introducing this great wheel is shown in the story, and is further enhanced by the details of the beautiful black-and-white drawings by the author. Good reading for anyone over 10 years.

Minarek, Else Holmelund. *Little Bear;* pictures by Maurice Sendak. Harper, 1957. Trade edition $2.50. Library edition $3.25.

This I-Can-Read story with easy text and big type would appeal to a first-grader even without the delightful pictures in soft blue, brown, and black. And when the story concerns the many adventures of funny, lovable Little Bear, including an exciting trip to the moon, any small child will find the book an enchanting one.

Tudor, Tasha. *Around the Year;* illus. by the author. Oxford 1957. $3.00.

All the months of the year are brought to us in this beautiful soft-colored picture book. A feeling of warmth and human understanding permeates the pictures of American customs and holidays. A companion volume to "1 is One."

Vaughan, Sam. *Who Ever Heard of Kangaroo Eggs?* Pictures by Leonard Weisgard. Doubleday, 1957. $2.75.

Perfect nonsense in this picture book for ages 5, 6, and 7. How Mehilda won a kangaroo and then—what to do with it! A funny, laughable tale for reading aloud in the family circle, the kindergarten, and first grades, or the library picture-book hour. Full-page illustrations make it useful for the larger audience.

Young Adult Services in Libraries Represented in Rutgers Institute

MARY V. GAVER, *Associate Professor, Graduate School of Library Service, Rutgers University.*

The statistical summary in the following report presented at the Institute in Library Service for Young People, sponsored by AYPL and the Rutgers Graduate School of Library Service in June, 1957, represents only a segment of the picture of service to youth over the entire country, but this segment is probably better than average in terms of services and materials for young adults in public libraries, and can, therefore, provide a gauge for measuring needs in this area.

The establishment of the principles of library service to young adults in public libraries was considered by the co-directors of the Rutgers Institute to be their most important task. Some information on our part became necessary, then, to the end that we would have some idea of the present status of young adult services in the libraries from which the Institute registrants came. As soon as advance registration was received, two copies of a four-page questionnaire were sent. All registrants were urged to discuss the questionnaire with the directors of their libraries and to return one copy to the Library School before coming to the Institute.

Returns were tabulated from 26 of the 30 persons who registered for the Institute; this represented 24 different library systems and 26 different libraries. Three of the libraries were county systems, one represented an association library, and the rest were municipal libraries. The answers represent a substantial range, but should not be assumed to constitute an adequate sampling. The writer believes, however, that the data do provide interesting guide lines for the present state of affairs in young adult services.

Housing the Service

The housing for the young people's service showed wide variation, as follows: a separate room—6, a section or alcove of adult area—18, children's room—2.

Three of these reported shelving of books with either children's or adult books. These included the two shelving young people's books in the children's room, which was reported to be caused by inadequate space; it underscores the necessity of stating that this is not a desirable policy and, in effect, reduces this service to the lower high school grades. There was no correlation between size of library and provision of a separate room. Eight libraries reported some form of a reader interest ar-

rangement, three of these in combination with a Dewey classification. All use furniture of adult size except for the two reporting location of the collection in the Children's Room. Eleven have arm chairs but only one reported housing a sofa! Only 13 reported bulletin boards, and 16 display space; certainly provision of both these facilities is an essential.

Provision of audio-visual facilities is definitely on the meager side, even on the basis of minimum availability. Only a branch of the Louisville Public Library reported having all these facilities for young people's use. Fifteen of the 26 libraries have a meeting room available for young people. The facilities along this line are tabulated below:

Audio-Visual Facilities	In YP Dept.	Available to YP
Television	1	1
Radio	1	1
Record Player	2	11
Projection Machine	1	8
Outlet for Central Radio	1	8
Libraries reporting none of these facilities	24	14

The Collection

The size of the collection for young people varied widely and, again, showed little correlation with size of the total collection. Only five were able to report ratio of titles to volumes; of these, one showed a high percentage of duplication, although others showed almost no duplication. Apparently few librarians know how many titles are their goal for the young adult collection, although this would seem to be an important factor in building the collection. There was wide variation in proportion of adult to teen-age titles in the YP collection. It is significant in this connection that only 5 of the 26 libraries have developed a written statement of book selection policy. The size of the collection and proportion of adult to teen-age books are reported below:

Volumes in the YP Collections

Up to 500 vols.	3	2500-5000 vols.	7
500-1000 vols.	4	5000 vols.	3
1000-2500 vols.	6	Not stated or not known	3

Proportion of Teen-Age to Adult Books

10% Teenage to 90% adult	4 libs.	67% Teenage to 33% adult	6 libs.
25% Teenage to 75% "	5 "	100% Teenage	2 "
50% Teenage to 50% "	2 "	Not stated or not known	7 "

Only 5 libraries reported having special reference collections, although most noted that these were very small. Eight reported having vertical file and other special collections for the young adult service, such as career, vocational, college catalog materials. None has special record, film, or picture collections.

A great deal remains to be done in setting up budgets for young adult service. Only 10 of 26 libraries reported a specific sum allocated for this area. Of those reporting a specific sum allocated, the median was $710 and the range was $275 to $1800. The median sum of $710 would make possible the purchase of only 284 volumes per year at an average cost of $2.50 and is evidence of a low level of support of these services. Furthermore, it is certainly a minimum standard that a specific sum should be determined in terms of the library's total resources and set aside for young people's books and materials each year.

The widest possible variation was also shown on the question of age or grade groups served; there were almost as many combinations as the 26 answers would permit. However, 15 of the 26 do serve some combination of above 13 years or above grade 8. The basic problem behind these figures is how best to serve grades 7 and 8 in public libraries, which suggests this question as an area of real concern in which principles need to be established. In the school field, there is some evidence that in large schools the combination of junior and senior high grades in one library does not work to complete satisfaction, as is apparently also the case in public libraries.

Personnel

The size of staff reported verifies the YASD concern that this area of service is not adequately staffed in many libraries. The data also indicate that at least one area where the YASD might concentrate its efforts to good effect is that of the provision of personnel in larger library systems, especially those serving communities of 100,000 and over, or with budgets or more than $100,000.00.

Size of Staff for Work with Young Adults

no report	6 libraries
none	3 "
¼ to ¾	7 "
1	5 "
1 +	3 "
2	1 "
3 +	1 "
	Total 26

At one end of the scale were 9 libraries with a budget of over $100,000, 6 of which report provision of one to three and one half librarians. Three, however, report less than one person. At the other end of the scale, of 13 libraries with budgets up to $50,000, 3 libraries—all branches of city systems—report a full-time YP librarian. The others range from "whoever happens to be on duty" to various fractions of one.

Technical Services

The usual practice with respect to circulation of young adult books is apparently to use general adult facilities for this purpose. Few record a separate count of young adult circulation, and most appear to feel it is not possible to do so. Nineteen indicate that this service is open the same hours as the adult service. Four libraries use special cards for young people. In 9 libraries children are not allowed to use the young adult collection, although all 26 allow the young people to use the adult collection. There certainly needs to be a means of relatively easy transition at both these points.

Activities

Library-sponsored clubs were reported by only 4 libraries, and 3 of these were in the larger libraries. Very little was reported in the way of activities and contacts with individuals. Only 7 libraries reported establishment of any contact with community youth organizations; on the other hand, only 5 reported no formal contact with schools. Visits of classes to the library or of librarians to the school were reported by 15 libraries; 11 reported special collections sent to the schools; 7 reported book talks given, and 2 reported attendance at school librarians' meetings. At the same time, only 3 reported that the school informed them of assignments, and 11 said they were never informed. One librarian said, "No, they simply descend on us!" It is surely high time that school librarians develop a system by which, first of all, the school librarian is informed of major assignments, and then in turn informs the public library or its nearest branch. This area of the questionnaire was aimed to describe the library program for young people, certainly a matter of basic importance. So far as these answers provide a basis for judgment, the activities and contacts of whatever kind are shown to be very weak.

The questionnaire form not only provided a useful device for the co-directors of the Institute, but also pointed out a number of specific areas within young adult work which need considerable attention by the professional association. The literature in this field is so limited as to be almost non-existent, a matter of immediate concern to library school faculty. Furthermore, much of it is the "this is how I do it" variety. What is needed at this point is the statement of principles, illustrated by a variety of good examples, which can guide the library school student, as well as the librarian, in the field in establishing and improving this very important, and yet still pioneering, type of service.

BOOK TALK FOR TEACHERS

MILDRED P. FRARY, *Library Section, Los Angeles City Schools, Editor,* Book Talk.

The Los Angles City Schools has launched a new publication designed to spread news of books, libraries, and book activities among 22,000 of its teachers. Five years of planning and looking for a name, a suitable masthead, and inspiration in general passed before *Book Talk* really came into being. Leo Politi's gracious offer to design the masthead provided the final lift to our plans. Volume one, number one appeared in our schools in December, 1956.

Book Talk is an 8½- by 11-inch printed publication of four pages. It is issued four times a year. The masthead is in two colors, terra cotta and black. We had asked Leo Politi for a boy and a girl of Olvera Street. Wherever they went, like Pedro and Juanita, they would signify Los Angeles. The design he returned to us was all we had hoped it would be. It signified boys and girls, books, and our city. Instantly recognized as Leo's work by children and teachers alike, it became the mark of *Book Talk*. Leo Politi gave us the final inspiration that started *Book Talk* on its way. We are indebted to him and his art.

The need for some type of publication from the Library Section has increased with the growth of our school system. The idea was not a new one. *Book Trails*, edited by Marion Horton, was distributed to teachers several years ago. The hunger for information about books and authors persisted, and though workshops in literature are given yearly under our in-service training program, we still needed to reach thousands of teachers. Through them, we reach the children. Although commercial and professional publications in the children's book field are available, generally, teachers do not see them unless they are placed in their hands at workshops or in the library. We knew *Book Talk* had to be a personal thing, delivered directly to the teacher.

The demand for *Book Talk* was greatest at the elementary level. Here, about 8,000 teachers were giving children their first impressions of literature. Elementary teachers, with their endless number of subjects to teach, seemed to have the least time to seek out information about books and authors. However, it had long been our contention that teachers on all levels should have full information on the span of children's reading. Individual reading plans in the fourth grade have a surprising likeness to individual reading plans in the twelfth grade. Teachers should know that there is continuity in what they are doing. So it was decided that *Book Talk* should include something of interest to all levels.

The format of *Book Talk* was a primary consideration from the beginning. It is printed instead of mimeographed for two reasons. Printing enables us to reproduce photographs of authors and illustrations from

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Book talk from the Library Section
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Book talk from the Library Section

books. The amount of mimeographed material one teacher wades through in a year is monumental. Ours could be the one publication he skipped. Printed material is more likely to be read. The size was selected for ease in filing and slipping into notebooks. We hope *Book Talk* will have permanent value.

Finding copy for *Book Talk* is never a problem. Current news of the world of children's books is eagerly awaited. The California author column has proved to be the most popular. Photographs and biographical sketches of authors are useful with children and young people. Miss Elizabeth Williams, head supervisor of the Library Section, and Mrs. Ann Molloy, research supervisor of the Professional Library, have columns in each issue that stress services of the Library Section and the Professional Library. A column of news on awards, prizes, contests, current articles of interest to teachers, is a regular feature. The Book Week and Newbery-Caldecott issues highlight the year.

Equally valuable to teachers is information on what other teachers are doing. What Mrs. Smith is doing in the way of book reviewing in the far end of San Fernando Valley could be just the idea that Mrs. Jones, seventy-five miles away in a school by Los Angeles Harbor, is seeking. Our most requested issue from last year is the one containing Adelaide Wilson's article on exploring literature with gifted children.

Book Talk also has its spectacular moments. We made up three first pages for the November issue and held the printer at bay while waiting for Dr. Heinz Haber, author of *Our Friend the Atom* (Simon & Schuster) and science consultant to Walt Disney, to arrive from Germany to accept or reject our invitation to speak at a Library Institute along with Holling C. Holling. He accepted. We pulled out one article to launch two excellent satellite books that appeared in the same orbit with Sputnik. All 22,000 teachers will probably request them. We hope that among the school and public libraries and bookstores in Los Angeles, there are enough copies to go around.

Book Talk is done with the help of many people. In the Library Section, members of the staff write, read proof, check information, and, when things are extra busy, have been known to stuff envelopes and lick labels! We have asked help of the Children's Book Council, children's editors, authors and artists, teachers, principals, and supervisors, and it has been graciously given. This is surely indication of the number of people who are eager to bring children and books together.

The response to *Book Talk* has been gratifying. We have found that efforts to inform teachers about books and authors show results gradually and permanently. Librarians often forget that much of what is common knowledge to them is not always readily available to others. We hope that *Book Talk* will make many phases of the world of books come alive for children and young people through wider communication between librarians and teachers.

HAVE YOU SEEN?

A quarterly listing selected by a committee of children's librarians of Seattle, Washington: KATHARINE PORTER, SARAH DICKINSON, ANN WILLSON, *Chairman.*

ARTICLES

Barclay, Dorothy. "Books for the Blue Jeans Set." *The New York Times Magazine.* (July 7, 1957) p. 24.

An interesting account of the establishment of a library for juveniles in the Morningside Heights section of New York City.

Bishop, Claire Huchet. "Children are Poor, Too." *The Commonweal.* Vol. LXVI (May 24, 1957) p. 207-208.

"Who are the better readers? Children who enjoy a certain amount of physical and material security, or those who, lacking it, escape into the world of make-believe and fantasy?" Article is accompanied by a list of children's books pertinent to the question.

Freelander, Mrs. Maurice P. "Good Reading vs. Comics." *Ladies' Home Journal.* Vol. 74 (May 1957) p. 52.

In a letter to Miss Brookman of the Journal's Public Affairs Department, the author tells of the establishment of a school library plan designed to combat the current comic craze among juveniles.

Raymond, Margaret Thomsen, and Rollins, Charlemae. "The Miracle of Reading: an Article Particularly Aimed at First, Second, and Third Grade Teachers." *American Childhood,* Vol. 43 (November 1957) p. 24-27.

A practical plea for provision of such books for the normal first readers as will stimulate them when they become bored with primer and text materials. Accompanied by an excellent list.

Wollner, Mary H. B., Ph. D. "Back to the Classics." *Today's Health,* Vol. 35 (September 1957) p. 20+.

The author discusses the "editorial tampering with the classic situations and personages of children's literature."

PAMPHLETS

Baker, Augusta, comp. "Books about Negro Life for Children." New York Public Library, New York 19, N. Y., 1957. $.20.

Children's Book Committee of the Child Study Association of America, comp. "Latin America in Books for Boys and Girls." Department of Cultural Affairs, Pan American Union, Washington, D. C. $.25.

"Books Are Bridges; A List of Books Recommended for Children." Anti-Defamation League of B'nai B'rith, 515 Madison Ave. New York 22, N. Y. $.25.

USE OF CHILDREN'S BOOKS IN PEDIATRIC HOSPITAL

AMELIA C. LIPCHAK, *School of Nursing, University of Virginia.*

The writer has become interested in the rich resources of children's literature as a source of pleasure and of spiritual strength for children who are patients in hospitals. In writing this article, she has been thinking particularly of her experience with hospitalized children suffering with acute conditions usually, although there were also children afflicted with chronic illnesses, such as rheumatic fever, orthopedic conditions, and congenital anomalies.

The nurse, like the parent, or the teacher, has a responsibility to provide the kind of environment that will promote growth in a healthy direction for the child.

The hospitalization experience with the accompanying emotional reverberations is a major task of adjustment which is over and above the normal developmental tasks that are a part of his growth. If the child is to master his current life situation in a healthy fashion, he will need understanding, supportive care from those to whose care he is committed during the hospitalization period. More than that, the persons responsible for the child's care will need many resources that will be useful in helping him to master his current life situation constructively. One such resource could be the intelligent use of children's literature, purposefully and appropriately.

The first and most important task with which the child in a hospital situation is faced is to gain mastery of his fears and release from tension. Such a mastery is most effectively achieved through the sympathetic, understanding care of someone whom the child has come to trust and believe. Once he has established a positive relationship with some one person (a nurse, or a nursing aid, or a hospital volunteer) he is then ready to use the freed energy for constructive growth. It is at this point that the nurse or others caring for the hospitalized child will be looking around for types of activities that will help the child to use his time constructively. This may include doing things with the hands, reading, or it may be a passive activity such as listening to stories or to books read aloud. The school age child needs and wants activities that will put to use the developing powers within him. In fact, the school age child often worries while hospitalized lest he fall behind in his school work and lose out in progress with his classmates.

Hospitalized children often feel that they have been abandoned by their parents, or that the reason they have been placed in the hospital is to be punished for past misdeeds. Because of these feelings the child feels angry with his parents. His interpretation of the situation may quite likely have an unrealistic basis, but the fact remains that the feelings are

real and need to be handled constructively. Reading a book to a child who may be harboring such feelings may help him to accept them and, also, it may give him an opportunity to verbalize these feelings, thus providing an opportunity for their dissipation. The book that would be chosen to serve such a therapeutic end would have to be selected very carefully. A book the theme of which is rejection or a book that would portray a child who feels angry at a parent might serve the purpose. *A Place For Peter* by Elizabeth Yates, or *Bright Days,* by Madge Chastain, or *The Hundred Dresses* by Eleanor Estes are a few examples of children's books that could serve in the respect just described.

Because of the restricting aspect that hospitalization imposes on the child's environment (that is, his activity is usually limited to his bed, or his room, or, at best, the hospital ward) the child needs experiences that will extend his environment even if it is only by vicarious means such as reading or watching television programs. Under normal circumstances the school-age child explores the world beyond the confines of his backyard. The nurse can provide the opportunities for him to have such experiences vicariously through books in which he can explore other countries, learn about people in other times, pursue interests in natural science and animals, and gain insight into interpersonal relationships experienced by other families and children. *The Good Master* by Kate Seredy is a favorite example of a book that relates the life of a Hungarian family while giving an opportunity for the child to read a good story and at the same time to discover that children in other lands have experiences pretty much like his own.

Besides books about other scenes and times, the very fine books for children now available in the natural sciences have an added usefulness for the hospital situation because they include simple experiments that the child may be able to do, even while confined to a bed or room. These books are also useful to the nurse or doctor for answering many questions the child has that arise because of the hospital experience and the many activities that he observes. *Wonders of the Human Body* by Anthony Ravielli, *Microbes At Work* by Millicent Selsam, and *The Magic Sound* by Larry Kettlekemp are a few examples.

Actually, the hospitalized child has the same fundamental needs for love, security, achievement, and adventure as the well child, even though these needs may be intensified by illness, and he finds special satisfactions in the experiences of characters who have faced problems of growing up, if the story is appropriate to his maturity level, and presented in a form which he can read with enjoyment. Books which have been useful with eight to eleven year olds include *Angelo the Naughty One,* by Helen Garrett; *Bears on Hemlock Mountain,* by Alice Dalgliesh; *Rowena Carey,* by Ruth Holberg; *Schoolroom Zoo,* by Catherine Woolley; *Lulu's Window,* by Elizabeth Lansing; *Little Eddie,* by Caroline Haywood; *Peachtree Island,* by Mildred Lawrence; *Otis Spofford,* by Beverly Cleary; *Luther Burbank, Boy Wizard,* by O. W. Burt; *The Moffats,* by Eleanor Estes;

Windy Foot at the County Fair, by F. M. Frost; *A Sundae for Judy,* by F. Friedman; *Ladycake Farm,* by M. L. Hunt; *The Saturdays,* by Elizabeth Enright; *Soldier Doctor,* by Clara I. Judson; *Little House on the Prairie,* by Laura Ingalls Wilder. Books such as these can serve as one unfailing source of support for a child in time of stress, when he is lonely or homesick, and as one way to encourage him to express feelings of sorrow, anger, love, and anxiety.

The following criteria could serve as a general guide for judging and selecting books that would be particularly useful when choosing books for the hospitalized child:

1. The book should have literary merit and interest because of lively moving action or interest in the people and their backgrounds.

2. The characters should have the reality of life.

3. The underlying theme should interpret and illustrate attitudes toward human beings that are desirable for all people to have.

4. The book should have a high interest appeal, i.e. elements should be present in the book that will motivate the child to want to finish reading it.

5. The book should be chosen with the individual child in mind. The book, its content, and subject matter should be within the scope of the child's experience if it is to serve the purpose for which it is intended, i.e., if the book is to help the hospitalized child in the aforementioned ways.

6. The person helping the child to choose a book should be familiar with children's literature so as to make a purposeful and intelligent selection, and to share an enthusiasm with the child who may need encouragement.

7. The format, the illustrations, the size of the book are extremely important considerations when choosing a book for a hospitalized child. The book should be sufficiently small to make for ease of handling by a child whose strength and energy are limited. The type should be of a size that is easy to read; short lines and short sentences are other features to consider. The book is especially useful if it has attractive illustrations that are appropriate to the text. While the child may not be able to read, he may enjoy looking at pictures. Picture books with humor, beauty, and good storytelling qualities will be useful to older readers as well as younger. Examples of books which meet this criterion, in one way or another, are: *A Hole Is To Dig,* by Ruth Krauss; *The Cat in the Hat,* by Dr. Seuss; *The First Book of Poetry,* by Isabel Peterson; *Henry Huggins,* by B. Cleary; *Tom Benn and Blackbeard the Pirate,* by LeGrand; *Ginnie and Geneva,* by Catherine Woolley; *The True Book of Dinosaurs,* by M. L. Clark; *The Great Whales,* by Herbert Zim; *It's About Time,* by Mir-

iam Schlein; *Here Come the Deer,* by Alice Goudy; *Horton Hatches the Egg,* by Dr. Seuss; *Curious George,* by H. A. Rey; *Read-To-Yourself Storybook,* compiled by the Child Study Association; *Bears,* by Ruth Krauss; *Harold and the Purple Crayon,* by Crockett Johnson; *Homer Price,* by Robert McCloskey; *Story of Ferdinand,* by Munro Leaf; *Laughing Matter,* by Helen R. Smith; *Miss Pickerell Goes to Mars,* by Ellen MacGregor; *Ol' Paul, the Mighty Logger,* by Glen Rounds.

8. Books that will explain the many phenomena that are a part of hospital experience: functions of the body, death, body crippling, birth, work of doctors and nurses, causes of disease, and the abnormal physical conditions that the child inevitably sees in the hospital, are important. Some useful titles for this need are: *The First Book of Microbes,* by Lucia Lewis, (gr. 4-6); *The Wanderers Inside You,* by Margaret Cosgrave, (gr. 4-6); *Microbes At Work,* by Millicent Selsam, (gr. 5-7); *Growing Up,* by Karl De Schweinitz, (gr. 3-6); *Our Senses and How They Work,* by Herbert Zim, (gr. 4-6); *The First Book of Nursing,* by Mary Elting, (gr. 4-6); *Great Men of Medicine,* by Ruth Fox, (gr. 7-9); *Doctors and What They Do,* by Harold Coy, (gr. 7-10); *Wonders of the Human Body,* by Anthony Ravielli (gr. 5-7); *Florence Nightingale,* by Jeanette Nolan, (gr. 6-9); *Health Can Be Fun,* by Munro Leaf, (gr. 1-4); *Safety Can Be Fun,* by Munro Leaf, (gr. 1-4). Stories which would help to satisfy the same need might include: *Madeline,* by Ludwig Bemelmans, (gr. presch.-4); *Danny and the Dog Doctor,* by Jerrold Beim, (gr. 2-4); *Roller Skates,* by Ruth Sawyer, (gr. 5-7); *Golden Mare,* by W. Corbin, (gr. 5-7); *Old Con and Patrick,* by Ruth Sawyer, (gr. 5-7); *The Door in the Wall,* by Marguerite De Angeli, (gr. 5-7); *Clay Fingers,* by A. L. DeLeeuw, (gr. 7-10).

(*A list of books to help children adjust to a hospital situation was compiled by Miss Vera S. Flandorf, Librarian, Children's Memorial Hospital, Chicago, in 1956. Reprints are available free on request from The National Society for Crippled Children. Miss Flandorf has recently completed a supplement of "50 Recent Books To Help Children Adjust to a Hospital Situation," to be published soon in* Top of the News.)

WANT BACK ISSUES OF TOP OF THE NEWS?

Back issues of *Top of the News* for early years of that bulletin are now available. Our first printer found a fair supply when some moving was done in his shop. These, like all back issues of *TON,* are available for fifty cents each. The CLA-YASD Office, 50 East Huron St., Chicago 11, Illinois, will be glad to check lists to indicate what can be supplied. At the same time we offer these, may we add that we are always glad to receive from you copies you no longer need of those issues for which we have no stock, especially October 1951 and 1944, January 1945, March 1945.

Longmans

BOOKS FOR YOUNG READERS

THE REBELLION OF RAN CHATHAM

By TOM PERSON. *Decorations by Avery Johnson.* Rather than go to high school, he ran away to the deep woods . . . and changed his mind about the wild, free life! Ages 12-14. $2.75

DAWN AT LEXINGTON

By NORMA WOOD JAMES. *Illustrated by Nedda Walker.* The American Revolution—from Lexington to Yorktown—brought vividly to life in an exciting story. Ages 10-14. $3.00

CARIBOO TRIAL

By CHRISTIE HARRIS. After a dangerous wagon trip across the Rockies the Hawthorne family win through to the Cariboo gold fields. Ages 12-16. $3.75

THE BRIGHT HIGH FLYER

By MARGARET JOYCE BAKER. *Illustrated by Earle B. Winslow.* The mystery of a famous old coach solved by three delightful children. Ages 8-12. $2.50

RAWHIDE JOHNNY

By NETA LOHNES FRAZIER. *Decorations by Larry Toschik.* Romance and adventure as a railroad is built in early Pacific Northwest. Ages 12-16. $2.75

GEORGE AND THE LONG RIFLE

By MAXINE DRURY. *Decorations by Harve Stein.* A dangerous trip to Ohio in 1819 helps a boy find a new vision of life. Ages 10-14. $2.50

THERE'S ALWAYS FOREVER

By GLADYS MALVERN. *Decorations by Allan Thomas.* A fast-paced story of mystery and romance involving a family traveling to the West in 1850. Ages 12-16. $2.75

A WAY WITH BOYS

By VIOLA ROWE. *Decorations by Millard McGee.* Teenage Barbara, popular with the boys, has a merry mixed-up time until she finds the right way to handle them. Ages 12-16. $2.75

MARNI

By LOUISA HAMPTON RYDBERG. *Decorations by Vera Bock.* Groping toward maturity, Marni is upset by life's problems, but finds true love a deep, calm thing. Ages 12-16. $2.75

SNOW SLOPES

By MARY WOLFE THOMPSON. *Decorations by Frank Kramer.* The complications that harass Arleigh's jobs at a ski resort and a guest house are eased by an understanding young man. Ages 12-14. $2.75

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VISITORS TO AMSTERDAM

Greetings from JANNIE DAANE, *Supervisor of work with Children, Amsterdam Public Library, The Netherlands.*

I wanted to write about what happens when one contributes an article for *TON*. (The issue of last December carried an article by Miss Daane describing her recent Book Week program, "Indians in Amsterdam.") Do you know that five of your colleagues came to Amsterdam to see me and the Amsterdam children's library work? One of them, Miss Eleanor Street, from Westport, Connecticut, especially asked for a story hour. I took her to the Amstel branch and told a story from *East O' The Sun and West O' The Moon*, "The Three Princesses of The Blue Mountains." She knew the story and chuckled over the children's reactions. Another librarian came all the way from Honolulu. She had read about the Indians in our Amsterdam Book Week, and as she started her continental tour here, she wanted to see our library. We had a nice day together. The children in the library were very much interested in her country. She told them about it, and I was the interpreter. The third librarian came from Berkeley, California; the fourth from Olympia, Washington, and the fifth was someone well known to you and to everyone who knows about story telling—Frances Clarke Sayers. It was a delight to have her. *Top of the News* has been a wonderful way to make new friends.

"Indians" in Amsterdam hear "Pocahontas" Jannie Daane tell stories in the Children's Library during Book Week 1956. (Story in Top of the News, December, 1956.)

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BOOK BAIT FOR READING GUIDANCE

Report of a panel discussion on Book Bait *at the AYPL program meeting in Kansas City, June, 1957. The panel was led by Elinor Walker, Editor, and included Mrs. Dorothy Edwards, Louise LeFevre and Ingrid Miller.*

The panel began by discussing the criteria a librarian uses in selecting books for teen-agers.

1. Does the book interpret life truly and show some freshness and imagination? A story must be true to life; yet it must not be so realistic that it destroys the young person's faith in humanity or in God. A young person is not yet able to interpret stark realism in its true relationships because of his limited experience. Therefore, we carefully weigh books with an overabundance of profanity, a great deal of obscene language, an undue emphasis on the physical aspect of sex, much drinking, gambling, or immorality of various kinds. It is not enough to say that a book does not have any more profanity or sex or some other "minus" quality than another title or than the young people contact in everyday life or read about in the newspapers. Every book must stand on its own merits. It must have positive values. For example, we chose *Caine Mutiny* for *Book Bait;* it does have some profanity and some sex, but it is such an excellent picture of the development of an adolescent into a responsible, mature man that the positive values far outweigh the negative. (See *Book Bait* for further discussion of this point.)

Then there is the other extreme. A book must not depict the kind of life we wish existed. Some stories are not recommended by the young people's librarian because the books are no better than the daydreams the young people weave for themselves. It could even be harmful for a young person to read books which give farfetched ideas about real life. A very realistic picture is often less harmful than books that make life seem too easy.

Now, the last half of that first sentence. A book must show some freshness and imagination. We avoid buying books with trite plots and stock characters. The teen-agers really do not like these books; they like to be surprised at the events of the story and to be unable to foretell exactly what each character will say and do. If we are going to help our young people grow in reading maturity, we must introduce them to books which give them opportunities to broaden their interests and to find richer enjoyment in reading. The characters which the authors created in *Above Suspicion, White Witch Doctor, Shane,* or *Big Doc's*

Girl are real people; they have vitality and personality and they stimulate the thoughts and imaginations of the young people who read about them.

2. An author's integrity of purpose must be evident in the books we buy for young people, and we should examine the final impression created by the book. Let's take, for example, the book which tells the story of boys who drive souped-up cars with daring and abandon. Danger and adventure are a part of the book and the characters learn from a bitter experience that daredevil, careless driving can, and often does, lead to disaster and sometimes to death. This sounds like an appealing subject and it has good principles which we can endorse. Yet we should take one further look to see what is the final impression left by the book. Is the dangerous and daring driving of the drag races and the excitement of the excessive speeds portrayed as much more thrilling than the later period of wiser conduct? Which impression is the book going to leave with the youngster who may already be convinced that his hot rod is his best friend?

Let's take a book like *Rosemary* by Stolz for a different subject and one in which the author's purpose and execution are rather effective. The adjustment Rosemary makes and the understandings she attains are quite effective. Here is a girl who learns to understand the college crowd whom she formerly both envied and scorned. But the anguish with which she learns to deal with the problems involved makes the result quite believable. The author has dealt honestly and fairly with a difficult problem and the story may well be helpful to teen-agers who themselves have colossal problems of adjustment.

3. Dull, didactic books should be excluded from the young adult collection no matter how informative they are. In non-fiction we must look for an awareness of present-day discoveries, accuracy of research and of presentation, style suitable to the content, and a certain persuasiveness of writing. The author must know his subject; he must not be pretentious, talk down, or moralize. *Do not buy* books of an obviously denominational nature, nor books that belittle any faith or people, nor books that present a biased political doctrine. *Do buy* well-written books that make no attempt to sway the emotions of the adolescent toward or against any one faith, belief, creed, or doctrine. Our purpose in the young adult department is to promote in the young person a love of reading and to help him, through books, to form his own philosophy of life and make his own judgments.

4. Actually, we use the same standards to judge the worth of books for young people as we do for adults. We don't look for the "perfect" book for young people, however much our criteria may sound as if we did. Moreover, the "made-to-order" book aimed at a specific age group lacks the spontaneity and inspiration requisite for good literature. In *Book Bait* we have samples of adult titles that have interest for young

people for one reason or another and that are worth introducing because of these interests and the skill of the author.

A discussion of one of the most important qualifications of the librarian working with young people followed.

A librarian working with young people needs to read with enthusiasm. Frances Sayers once described a librarian who "sold" an English class on a book so effectively that the interest lasted through the whole school year. Contrast that with the teacher who could only say, "This is a good book." Haven't you found that you had to tell something about *Above Suspicion* by MacInnes and that the idea of a young college professor and his wife tracking down a continental spy ring was a much more effective sales talk than simply to describe it as "interesting?"

You do not sell *Jane Eyre* by describing it as a "fascinating classic." For the youngster who wants another book just like the last one he read, you need to be able to pull out of *Tiger of the Snows* the idea that it was adventure and courage that made it appealing, and that *Kon-Tiki* also exemplifies these elements. Can you do that without reading the books?

We need desperately to read in order to help parents and teachers who wish to promote reading among the teen-agers with whom they work or live. It is vitally important that by our enthusiasm for reading we inspire those with whom we come in contact that "readin' is rewardin'."

How can we in the final analysis be sure that the ethical values we have just discussed are well presented in the books unless we actually read them? Lists are all very well, but firsthand knowledge and experience are invaluable. I want to know that the books I recommend are honest, real, true to life.

It almost goes without saying that a person who works with young people must like them, must understand what makes them tick, must know something about their interests, must be patient, enthusiastic, and imaginative; must have a warm, friendly manner and a sense of humor.

The next question of importance was: How do we introduce books to individual readers and lead them from one book to another in developing their interests and introducing new interests?

Many librarians have the problem of girls who want to read only teen-age stories. Judged separately, the teen-age stories we buy may be probable; they may have life-like characters and may introduce and solve real teen-age problems. But after a girl has read a dozen of them, she finds that the books are quite similar. The librarian suggests, "Wouldn't you like something a little different today? Here's an adult story about teen-agers, but the love story is more grown-up than those you have been reading." Then she launches into a one- or two-sentence summary of *Big Doc's Girl* or *Fresh Wind Blowing* or *Mrs. Mike* or *Nine Brides and*

Granny Hite. (All are discussed at length in *Book Bait.*) When the girls have once sampled these more mature stories, they can more easily see how bland and immature the teen-age stories are.

Another way to the same goal is to introduce teen-age stories with period backgrounds. After all, isn't *Summer Under Sail* a natural step from *Clementine,* a modern tomboy? Isn't *Watch for a Tall, White Sail* an easy step from *Meet the Malones* or *Ready or Not,* all stories where the girl has to assume the mother's position of responsibility? Once the girls realize that teen-age problems and love haven't changed much although the style and length of our dresses have, there are many more excellent stories which they can read. Almost every girl loves *Let the Hurricane Roar* and it is a splendid introduction to the longer adult pioneer stories like *Edge of Time, Lantern in her Hand,* and *Day Must Dawn.* (See *Book Bait.*)

If these methods fail, remember that girls will often take a contemporary's recommendations when they will not take ours. If we encourage our patrons to talk with us about the books they have read, those listening to the conversation will often be "sold" on a book. Occasionally, we ask a girl to read a book as a personal favor or because we want her opinion. Actually, our own enthusiasm is what most often sells a book. That is why we must seek opportunities to talk with individuals who come into the library and to give book talks to groups outside the library.

The boy who will read only sports stories is an equally great trial sometimes. I believe in going along with the lad for a while and I search diligently for some books on sports hoping to make him feel I am on his side and that my judgment can be trusted. I discuss with him the qualities of the book he likes. He likes it, first of all, because it's on baseball, but perhaps I can trap him into admitting that the success of the ball player is an element of interest, that the excitement of a suspenseful story holds his attention, that the good baseball story is both adventuresome and true to life. Perhaps, then, I may suggest a biography such as *The Jim Thorpe Story* to broaden his interest in a variety of sports. I may even suggest several sports biographies, but then I may offer him the humor, the illustration, the dramatic stories of war in Mauldin's *Up Front* or White's *They Were Expendable.* I may give him either Reid's *Colditz Story* or Brickhill's *Great Escape.* I know I'm risking something. I may start him on another single interest, war stories, but at least I've raised his interests to two and can perhaps later bring him on to other stories of excitement and adventure or to biographies of people he'd like to emulate. I may even get him to try mountain climbing on Annapurna with Herzog or big game hunting with Lake's *Killers in Africa.* These are fine ideas; sometimes they work and sometimes they fail. Often it is because I do not know the book well enough or because I choose the wrong words with which to describe it to the boy. We must be prepared to fail and try again.

Next, for the *Book Bait* panel came a question period.

Someone asked if any men had had a part in working on *Book Bait* as the speaker thought the list favored girls. It was pointed out that about half the titles were definitely for boys and that some of the other titles were for both boys and girls. There were two men named in the preface as contributors and the young adult staffs of Brooklyn, New York, Baltimore, and several other libraries which contributed have men members.

No list is ever perfect in everyone's opinion. Each person has his favorite books and is disappointed when some of these are omitted from a new list. When the *Book Bait* committee members sent in their first selection of one hundred titles, the different titles suggested came to nearly four hundred. The committee agreed unanimously on only four titles; these were *Silent World, Annapurna, Kon-Tiki,* and *Mutiny on the Bounty.*

Book Bait can be an excellent tool to use in training librarians for work with young adults, since it provides examples of the kinds of thing one needs to know about books to introduce them. It also gives indirectly some criteria for selecting books from an adult collection.

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CHILDREN'S LIBRARY SERVICES THROUGH STATE AGENCIES

FRANCES SULLIVAN, *Head, Children's Public Library, Wichita, Kansas, and Chairman, CLA Liaison Committee on Library Services Act.*

The passage of the Library Services Act has focused attention on state library agencies. They have undertaken the Herculean task of preparing the state plans necessary to receive federal funds for library extension to rural areas. In many states they have also spearheaded the effort to get the state legislature to match these federal funds. By June of 1957 state plans for 36 states had been approved, and payments of $40,000 had been made to each of these states and to Hawaii. The Library Services Act has made the establishment of a state library extension agency possible in some states and in others will strengthen those already in operation. Lack of funds and of personnel have in the past made it impossible for many states to meet the standards suggested for state library agencies in the recently published *Public Library Service.*

The standards for a state library agency recommended that the agency have personnel with special competence in service to children, young people, schools, adults, and other large groups in the state; personnel adequate to provide the leadership, general guidance, and planning, and the specialized information service needed at the state level. Plans for the future are always built on what has been and is being done. Standing in the market place with a magic ivory tube like that of Prince Ali in "The Flying Carpet" we can take a quick look at the present picture of library services given by state library agencies in the field of children's work. This service is administered in 27 states by the state library, in 10 states by the state department of education and in 11 states by an independent board. There are eight children's library specialists on the state level in the 48 states—we doff our hats to Vermont, which established this position 50 years ago!—and 24 school library supervisors.

Loan collections of children's books are in 34 of the 37 states replying to a questionnaire, and the books were selected by the same person who selects the adult titles in 23 of these states. Of the 10 states where the children's books were selected by specialists, only four states reported that they were selected by directors of children's work. In addition to books, eight states loan recordings, nine states have films, film strips, and magazines, and 14 have pamphlet material for both adults and children.

There are many types of children's services given by state library agencies. Weeding collections of children's materials is one of the major direct services mentioned by 28 states. Other services given in 21 to 25 states include talks to adults about children's books and reading, general reference and information services about children's materials, exhi-

bits of children's materials upon request, selecting children's materials and the preparation of reading lists of children's materials on request. A smaller number of state agencies also do organization of children's materials, book talks and storytelling to children's groups, and radio and television programs about children's books and reading.

The ivory tube for this quick look was made possible by Barbara Davis Widem (recipient of the 1955 Dutton-Macrae award given by ALA), who sent out a questionnaire to the state library extension agencies about their services in the children's field. (Thesis submitted to the University of Chicago, Graduate Library School, Summer, 1957.) The questionnaires were sent out and answered in the spring of 1956 before the passage of the Library Services Act. She feels that "A major generalization emerging from the study is that planning for public library development is almost universally recognized by the state agency as a necessary function. The future effectiveness of children's services, however, may depend on an increasingly specialized type of planning within each state based upon a full awareness of the existing programs, and understanding of the causative elements of the present situations, and sound criteria for future development."

Be willing to help if you are asked to lend head and hand in planning the development of children's library services in your state library agency.

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RECENT ADULT BOOKS FOR YOUNG PEOPLE

Recommended by a YASD Committee: SARA SIEBERT, *Assistant Coordinator of Work with Young Adults, Enoch Pratt Free Library, Baltimore, Maryland;* BERENICE HANSBURY, *Extension Division, Free Library of Philadelphia;* HELEN HAVERTY, *Librarian, Warwick Junior High School, Warwick, Virginia, Chairman. The following titles were selected by* SARA SIEBERT *and* BERENICE HANSBURY.

Abaunza, Virginia. *Sundays from Two to Six.* Bobbs, 1956. $3.50.

Sixteen-year-old Cody finds it difficult to reconcile her parents' separation until she learns that one must forgive and accept rather than justify and excuse the actions of loved ones. Family problems and growing up are faced honestly and lightened with humor. A logical choice for readers who enjoy Mary Stolz and *Cress Delahanty.*

Burgess, Alan. *The Small Woman.* Dutton, 1957. $3.95.

An exciting account of a courageous and dedicated English parlor-maid who, against all odds, finally became a missionary to China. She risked her life many times for the mountain people and accomplished the impossible task of bringing 100 abandoned children to safety. Illustrated with photographs and maps.

Caidin, Martin. *Vanguard!* Dutton, 1957. $3.95.

The projected launching of the IGY satellite from Cape Canaveral, Florida, and the rocket research, will please future aeronautical engineers and scientists, but the dramatic description and popular presentation will draw a wider audience.

Cantor, Eddie (with Jane Kesner Ardmore). *Take My Life.* Doubleday, 1957. $3.95.

A rags-to-riches autobiography, told with uninhibited love and appreciation for all who have enriched Eddie's life—from his Russian grandmother who peddled notions in the East Side slums, to Ida, his wife, and to the big names in show business. Halftones.

Clarke, Arthur C. *The Deep Range.* Harcourt, 1957. $3.95.

In the year 4000, Walt Franklin, a "grounded" spaceman, trains as a sea ranger who guards the whale herds which have become the world's chief source of food. Romance, world government, and spiritual overtones, but, primarily, just good science fiction.

Connell, Brian. *A Watcher on the Rhine; an Appraisal of Germany Today.* Morrow, 1957. $4.00.

A British journalist listened to "bull sessions" in a Rhenish wine "stube," and with a discerning ear and eye, traveled and observed the "new" Germany. Interesting, objective impressions. For the young person who can think or can be led to think by, possibly, an enthusiastic librarian.

Duggan, Alfred. *Devil's Brood.* Coward, 1957. $5.00.

With wit and shrewd deductions, the author unfolds the reign of Henry II and points up the legend that the Plantagenets, through Henry's Anjou strain, were descendants of the devil. Lively history presupposing some interest in, and knowledge of, the mixed-up Plantagenets. Endpaper maps and drawings by Georg Hartmann.

Fuller, Iola. *The Gilded Torch.* Putnam, 1957. $4.00.

The fortunes of two noble brothers center in the glittering, corrupt court of Louis XIV, but it is on the pine frontiers of New France, with the great explorer LaSalle, that each finds meaning to his life.

Kilmer, Pat. *Dough, Ray and Me; the Adventures of a Family Who Gave Up Social Security for Home on the Range.* Sloane, 1957. $3.95.

The bakery business in Cabeza, New Mexico, provided an unsteady income for Ray Kilmer and his family; but their neighbors and the problems of the community drew them permanently into the heart of small-town life.

LeMay, Alan. *The Unforgiven.* Harper, 1957. $3.50.

The question of seventeen-year-old Rachel Zachary's birth starts a bloody Indian skirmish and brings this quality novel about life on the Texas Panhandle in the 1870's to a dramatic climax.

Locke, Charles O. *The Hell Bent Kid.* Norton, 1957. $3.00.

When eighteen-year-old Tod Lohman kills Shorty Boyd, he becomes a fugitive in the Texas-New Mexico borderlands of the 1880's. However, when he finds his father hanging from a tree, he rides into the open for a showdown with the Boyd clan. A superior western in the Shane tradition.

Mehta, Ved. *Face to Face.* Little, 1957. $4.50.

The son of a well-to-do East Indian made a remarkable adjustment to his blindness in American schools for the blind, but, rather than accept the easy way America offered, he returned to India to help the less fortunate of his homeland. The American part is the most readable and interesting to young adults.

Michener, James A. *The Bridge at Andau.* Random, 1957. $3.50.

As Michener stood by the bridge at Andau on the Austrian border, he talked with writers, workers, and teen-agers fleeing the U.S.S.R. in Hungary. An important, inspiring book which illustrates man's indomitable spirit.

Morgan, William J. *The O.S.S. and I.* Norton, 1957. $3.75.

Dissatisfaction with his quiet O.S.S. job prompted Morgan, a psychologist, to destroy his adverse medical reports and head for a British spy school, from which he graduated into some real action with the Free French forces.

Stewart, Sidney. *Give Us This Day.* Norton, 1957. $3.50.

Father Cummings, who later died of thirst in the hold of a Japanese troopship, proved the mainstay for the Bataan death march survivors as they faced years of starvation, brutality, and disease. Horror is transcended by the dignity of the subject and almost poetical writing.

Trumbull, Robert. *Nine Who Survived Hiroshima and Nagasaki; Personal Experiences of 9 Men Who Lived Through the Atomic Bombings.* Dutton, 1957. $2.95.

The kindness and dignity of man under terrible duress as well as tragedy, horror, and heartbreak, stand out as each of the nine men from various walks of life tells his personal story of the first atomic attack.

Warfield, Frances. *Keep Listening.* Viking, 1957. $2.95.

Two dangerous ear operations have restored the hearing of the author of *Cotton in My Ears.* But she continues her biography on a more mature level with an account of what it means to be hard of hearing, to have one's hearing go bad in the middle of a symphony, and to miss the juiciest part of a funny story.

THE YOUNG READERS' CHOICE AWARD

By SARA H. WHEELER, *Assistant Professor, School of Librarianship, University of Washington, and Permanent Secretary, Young Readers' Choice Award Division of Work with Children and Young People, Pacific Northwest Library Association.*

Elsewhere in this issue is published the text of a talk given September 5 at Bozeman, Montana, by Mrs. Beverly Cleary, whose book *Henry and Ribsy* received the Young Readers' Choice Award for 1957. The public announcement of the winner and the presentation of a scroll to the book's author are highlights of the author's breakfast, a function of the Division of Work with Children and Young People of the Pacific Northwest Library Association's annual fall meeting.

The award has its roots in a blueprint proposed by the late Harry Hartman, blind Seattle bookseller, in a letter to Mr. John Richards, then president of PNLA. This was in 1938. Mr. Hartman was prompted by his deep belief in the value of children's books, whose importance, he felt, should be more generally recognized.

Mr. Hartman also specified several features which still serve as guides to the structure of the award. One stipulation was that the book's publication date represent a lapse of a few years before the award is given, that the book have equal appeal for boys and girls of fourth through eighth grade age level. It was suggested, as is now done, that an appointed committee of school and children's librarians draw up the original list of twenty-five to fifty titles upon which the children in the area using school and public libraries indicate their preferences. The area encompasses the states of Washington, Oregon, Montana, Idaho, and the provinces of British Columbia and (since last year) Alberta, all members of this regional library association. The author of the winning book was to be, and still is, given a parchment scroll proclaiming his honor.

Authors and publishers of the selected books have indicated their appreciation of this distinction. Walter Farley credited the award with spurring him to further writing. Mrs. Wilder was deeply touched and gratified that boys and girls chose one of her books before it had received recognition elsewhere. Beverly Cleary wrote, on receiving news of this year's choice of *Henry and Ribsy:* "It is a real honor to have my book chosen by the children themselves as their favorite. This is a particularly exciting experience to me because I was once a member of PNLA and was present the first time this award was given. I was much impressed to meet the real live author who received it and certainly would have been astonished to know that some years later I would be the fortunate real live author!"

Another letter from Mr. Hartman states: "In ten or fifteen years I shall be interested to compare the list . . . based on actual reading likes of children with lists which have been selected in other ways." This list is interesting for this and other reasons:

1940	Paul Bunyan Swings His Axe	McCormick
1941	Mr. Popper's Penguins	Atwater
1942	By the Shores of Silver Lake	Wilder
1943	Lassie Come Home	Knight
1944	The Black Stallion	Farley
1945	Snow Treasure	McSwigan
1946	The Return of Silver Chief	O'Brien
1947	Homer Price	McCloskey
1948	The Black Stallion Returns	Farley
1949	Cowboy Boots	Garst
1950	McElligot's Pool	Geisel
1951	King of the Wind	Henry
1952	Sea Star	Henry
1953	No award	
1954		
1955		
1956	Miss Pickerell Goes to Mars	MacGregor
1957	Henry and Ribsy	Cleary

The problem latent in the stress on popularity has been resolved by the acceptance of this basic philosophy at the 1939 Division meeting: Any book considered good enough to be included in school and public libraries and on recommended library lists should be eligible for consideration.

Interestingly enough, quality has not been sacrificed as much as fears expressed by some of the early award planners might have led us to expect. And the children who take part by reading and rereading the books and voting their choices become enthusiastically aware not only of their own wealth in books, but of the significance of their preferences.

PAPERBOUNDS IN LIBRARIES

JULIA LOSINSKI, *Associate Editor and Assistant Supervisor of Work with Young People, Public Library, Brooklyn, N. Y.*

A few years ago the mere mention of "paperback books" brought to mind flashy displays in newsstands and corner drug stores. Today many public and high school libraries are discovering that paperbound books can provide inexpensive and attractive answers to the requests of readers. Publishers, too, are becoming aware of the increased use not only by libraries but also by individuals and are providing an expanding list of available titles ranging in price. The Teen-Age Book Club has been successful in creating student interest in reading and purchasing books. The plan organized about ten years ago offers 160 titles annually covering a wide range of reading interests chosen by a National Selection Committee. Information on the Teen-Age Book Club may be obtained from William D. Boutwell, Director, 33 West 42nd Street, New York, 36.

Several libraries were sent an inquiry concerning the use and handling of paperbounds. Replies from four different types of libraries follow.

From J. Sterling Morton High School, Cicero, Illinois.
VIE TETER, *Assistant Librarian.*

At Morton High School, we have been using paperbounds in our library for more than six years. At present, we have 640 in active circulation. We plan to add considerably to this collection during the year, and we plan to make extensive use of paperbounds in a library in a new school which we are opening in September, 1958. We will have about 2,500 students in the new school; and, as is often the case in such situations, we will not have enough funds at first to provide sufficient reading materials in a more conventional form. We feel the paperbounds can be especially helpful in supplementing the collection in this situation, as well as under normal circumstances.

Paperbounds are very popular with our students. Since they are reprints of books already in our collection, we are forced to the conclusion that their format has a certain appeal for our students. For example, *Of Human Bondage* was never especially popular with our students in the hard-cover edition, but the paperbound reprint copies are. Our students say, "They're easy to carry." We suspect they feel somehow that the paperbounds are a little shorter, although we have not purchased any of the abridged titles. At any rate, they are a familiar type of reading material. The students have seen them at the corner drugstore or on the newsstands. Thus, for a student who is not completely at ease in the presence of books, they do not seem quite so formidable as the hard-cover editions.

Aside from any theorizing we do as to why our students like the paperbounds, they have great value in solving the problems of duplication. Our school is quite large, over 5,000 students, and we must have many copies of popular titles in order to keep our customers satisfied. Few book budgets can stretch enough to provide for the desired duplicates, but the paperbounds cost so little that by using them heavy duplication is possible. We also find them useful for duplication of titles that have only occasional demand.

Too, we have the problem of where to put the books. The paperbounds take up little space. We house them on display racks near the circulation desks, apart from the regular collection.

We know there are objections, and valid ones, to the library use of this type of book. The sensational covers of some of the titles is one most often mentioned. Some titles cannot be used in the school library for this reason. All we can do is to look them over. We can always hope that if libraries do make wide use of the paperbounds, the publishers will heed our cries. Other objections are that they are difficult to handle and are untidy. In regard to the problem of how to handle them, further on, this article will outline our simplified system. Are they untidy? Yes, they do look untidy after they have circulated a few times. Our paperbounds circulate about seven or eight times before they begin to take on a slightly disreputable air. We find, though, quite a bit of satisfaction in knowing they look that way because they are being used. Another objection relates to inferior binding. Such objections are rather unrealistic for we cannot expect Class A binding in a 25-cent reprint. They are inexpensive enough that we can afford to discard and buy new ones.

A Method of Processing

The great advantage of these books for us lies in their inexpensiveness, but that advantage will be lost if we add to their cost by expensive processing; thus our system, which was set up by Miss Margaret Nicholsen, now head librarian, Evanston Township High School, Evanston, Illinois, is much simplier than the usual book-processing methods.

1. Shelf list
   These books are not accessioned, but the necessary information is listed on the shelf list cards which are kept in front of the shelf list cards for the hard-cover books. They list author and short title, copy number, publisher, date of addition, as F 51, source, and price.
2. Classification and Cataloging
   There is none. The hard-cover editions are listed in the catalog, and we find that sufficient.
3. Processing
   The librarian:
   a. Enters book on shelf list card.

b. Enters copy number on upper right hand corner of recto of front end paper.
c. Marks regular shelf list card PB on upper right hand corner to show that paperbound copies of that title are available.
d. Adds copies received to running record of number of paperbound books kept on a card in front of paperbound shelf list cards.

Student assistants:

a. Stamp top and bottom with library stamp. Do not stamp inside book.
b. Paste date due slip on recto of front end paper.
c. Mark copy number on top of page 51.
d. Type book cards. The book card has PB typed in upper left hand corner and author and title.

4. Circulation

The copy number is not marked on the book card. The attendant at the circulation desk adds the copy number after the student's signature. The book cards are filed in front of that day's circulation. An extra book card is typed when the books are processed, so that there is always one remaining in the file to give the librarian a list of the paperbound titles available without having to check the shelf list.

A circulation record is kept in a separate column in the circulation book. As they are not classified, no attempt is made to break the figures down into class groups.

From Brooklyn (N. Y.) Public Library.
JAMES BARON, *Young Adult Librarian.*

Paperback editions of titles already included in Young Adult collections are ordered periodically in an attempt to fill excessive demands in some areas, to obtain titles otherwise out of print, and to attract readers reluctant to be seen with conventional hard-cover books. The average cost of 35¢ per title is a boon to a skimpy budget, as many girls' stories, sports books, and biographies are available in this form as well as pocket dictionaries in several languages, and most of the classics.

The largest orders for paperback books are placed in the summer so that the copies will be on hand when the first fall rush, following the opening of school, hits the branch libraries. Processing must be kept to the barest minimum, otherwise the cost of handling the books will far outweigh the savings on the low purchase price. The library's stamp and the YA label are sufficient identification, and charging is more of a gesture than an actual record. The date due is stamped on the inside back cover and a blank card along with the reader's card and a transaction card, to obtain count, are photographed in the photocharger.

Paperback books are expendable and are not followed up with overdue procedures, nor are they entered on shelf list records. Many of the books circulate up to fifteen times, thus offsetting the loss of others on the first or second circulation.

Young people as well as adults are attracted by the convenient size of the paperback book. Indeed, many a teen-age street idler will take along a light-weight, pocket-sized book when he couldn't be bothered with a weighty hard-back edition.

From Kent School Library, Kent, Connecticut.
EDMUND FULLER, *Tutorial Master.*

We have found the Book Cafeteria to be a vital adjunct of the school, both in terms of general stimulation of volume reading in a wide range and as a specific aid to the classroom. It can free an English Department entirely not only from the use of anthologies but from the limitations that would be involved if students had to buy expensive books. The Book Cafeteria can contribute both to the enrichment of the reading and study life of the school, and in a small measure, financially, to the support of the library. Of course, the margin of profit is small, but if you meet with a response in any way comparable to ours, it will be real.

We order the books directly from the publishers—not through any channel of middlemen. All the major book publishers are happy to cooperate. We started out with one wire rack and now have three. Our particular racks permit the display of approximately sixty-five titles each.

We started with only a single rack and found it wise to order titles in lots of a dozen. In the 25¢, 35¢ and 50¢ brackets, it is scarcely worth ordering less at a time. In the case of the Anchor and Penguin books, we usually order a half-dozen, as they are more specialized and more expensive.

Pocket Books are probably the easiest outfit to get the first rack from. Write directly to John P. Ware, Manager, Educational Dept., Pocket Books, Inc., 630 Fifth Avenue, New York City. They will start you off with a rack and send you catalogs. They have many titles you will want. The rack will cost you nothing but the shipping charges.

If you get a good response, the next people to tackle for a rack will be the New American Library. They are apt to be your biggest purchasing source, in the long run, between their Mentor and Signet lists. Write to Miss Maizie Halpern, Trade and Educational Sales Dept., New American Library, Inc., 501 Madison Avenue, New York City, to ask for the catalogs.

Bantam Books also have many good titles. Address Boris Lorwin, School Dept., Bantam Books, Inc., 25 West 45th Street, New York City.

Penguin Books will be important to you, but make your selection carefully, for their books run up to 65¢ and more—most of them being British. You will have to mark the American prices on the books yourself. Write for catalogs to H. F. Paroissien, Penguin Books, Inc., 3300

Clipper Hill Road, Baltimore 11, Md. Paper Editions Corp., 5 University Place, New York City, is the ideal source for all the higher-priced paperbacks, including the Penguins and the Dell books. Their catalog will simplify your ordering.

Also, for specialized titles, write to Doubleday & Co., Garden City, Long Island, N. Y., and ask for lists of Anchor Books and Perma Books. (We sell quite a few of Doubleday's new 95¢ edition of *The Caine Mutiny*, too.)

You might also send for a catalog of Ballantine Books, 404 Fifth Avenue, New York City. All of these should start you off well.

We make it a careful policy to keep a steady turnover in fresh titles, and to have many popular titles along with the classic and non-fiction ones. We use science-fiction quite a bit. But range and variety are an important factor in our response.

Our books sell themselves, by a system of student checks, and faculty petty cash slips. We have no clerking problems. The stands being in the library, the boys have access to the books day and night and transact their own business, leaving checks, and very rarely, cash, in an available box. A card hung near by defines the rules.

We have had great success and fun with this arrangement. It is fascinating and often astonishing to see what sells fast and what sells slowly.

From Newark Public Library, New Jersey.
RUTH URBAN, *Teen Corner.*

Several years ago we experimented with paperbounds and found them unsatisfactory for us. This happened mainly because the quantity purchased by us was quite small compared to the amount in use by the Adult Lending and Reference Department. Our copies, when returned by the public, were often mistakenly sent to the Lending and Reference Department, where they again circulated. Also, we had no place to adequately display them, so they were lost among the regular trade editions. The few paperbounds remaining in our collection are left over from the experiment.

Our reason for finding them unsatisfactory may not apply to other libraries. Even now our discharge situation may have improved, but in any case we are not now buying them.

When we do purchase them, and in departments where they are being purchased in the Newark Public Library, the processing is simple in order to keep costs down.

Cheaper paperbounds are not cataloged. A book pocket and book slip are put in the book indicating title, agency, and copy number. A simple 3x5 card record by title is kept by each department on which copy numbers are recorded. It is then a simple matter to remove or add copies from this record and no other records need to be kept. Higher priced paperbounds are treated like books and are fully cataloged.

PROPOSED BYLAWS

Children's Library Division Of the American Library Association

The Proposed Bylaws were drafted by the CLA Bylaws Committee, Margaret M. Clark, Cleveland Public Library, Chairman; Maxine LaBounty, Public Library, Washington, D. C.; Virginia Chase, Carnegie Library, Pittsburgh. They have been revised following discussion article by article at the Kansas City CLA Membership Meeting.

ARTICLE I Name

The name of this organization shall be the Children's Library Division—or—Children's Services Division—or—Children's Library Services Division—of the American Library Association.

(*An expression of opinion on name taken at the June 24th membership meeting favored Children's Library Division. Later, the Adult Education Division changed its name to Adult Services Division, and the Association of Young Peoples' Librarians changed to Young Adult Services Division. Requests that CLA reconsider its name led to action by CLA Board of Directors on June 28 in Kansas City instructing the Bylaws Committee to present again to the membership at Midwinter at least three possible names for the new division.*)

ARTICLE II Object

The Children's Library Division is *interested* in the improvement and extension of services to children in all types of libraries.

The Children's Library Division is responsible for the evaluation and selection of book and non-book materials for and the improvement of techniques of library services to children from pre-school through the eighth grade or junior high school age.

The Children's Library Division has *specific responsibility* for: (1) continuous study and critical review of the activities assigned to the Division; (2) conduct of activities and carrying on of projects within its areas of responsibility; (3) cooperation with all units of ALA whose interests and activities have a relationship to library service to children; (4) interpretation of library materials for children and of methods of using such materials with the children, to parents, teachers, and other adults, and representation of the librarian's concern for the production and effective use of good children's books to groups outside the profession; (5) stimulation of the professional growth of its members and encouragement of their participation in appropriate type-of-library divisions; and, (6) planning and development of programs of study and research in the area of selection and use of library materials for children for the total profession.

ARTICLE III Membership and Dues

Sec. 1. Members of the American Library Association who designate this Division when paying their American Library Association dues shall be the members of this Division in accordance with ALA Bylaws Article I.

Sec. 2. This Division may charge additional fees in accordance with the ALA Bylaws Article VI, Sec. 4, when approval of such fees has been given by the membership through an amendment to these Bylaws adopted by mail vote.

ARTICLE IV Board of Directors

Sec. 1. The Board of Directors shall consist of the officers of the Division; the immediate past-president; and six additional directors, two to be elected each year for a term of three years each.

The ALA Councilors elected from nominees presented by this Division shall be non-voting members of the Board of Directors.

Sec. 2. The Board of Directors shall

manage the affairs of this Division under the policies adopted by the Division and within the fields of its responsibility as approved by the Council of the American Library Association and as described in Article II of these Bylaws.

It shall conduct all business pertaining to the Division between membership meetings of the Division.

It shall assemble for presentation to the ALA Program Evaluation and Budget Committee all budget requests for projects and activities planned by the Division, its committees or other subordinate units.

ARTICLE V Officers and Duties

Sec. 1. The officers of this Division shall be a president, a vice-president who shall also be president-elect, a treasurer, and an executive secretary. The vice-president (president-elect) shall be elected annually and the treasurer for a three-year term. The executive secretary shall be appointed by the Executive Secretary of the American Library Association with the approval of the ALA Executive Board and with the concurrence of the Board of Directors of this Division.

Sec. 2. The president, vice-president (president-elect), treasurer, and executive secretary shall perform the duties pertaining to their offices and such other duties as may be approved by the Board of Directors.

(a) The president shall preside at all meetings of the Division and of the Board of Directors. He shall be an ex-officio member of all standing and special committees. He shall be responsible for the Division program at the annual conference of the American Library Association.

(b) The vice-president shall serve as chairman of the Newbery-Caldecott Awards Committee.

(c) The executive secretary shall carry out the policies of the Division under the direction of the Board of Directors and shall be responsible for the operation of the Division Office. He shall serve as a member of the Board of Directors without vote.

(d) The treasurer shall advise the Board of Directors in financial matters; shall report at the Division business meetings on budget requests made by the Division and on the use of authorized funds; and shall be responsible for reporting to the Board and at the Division business meetings on the amount and use of any funds resulting from additional fees which may be authorized by an amendment to these Bylaws.

ARTICLE VI Meetings

Sec. 1. Annual Meetings. A program meeting shall be held during the annual conference of the American Library Association. A business session shall be convened during the annual conference and a midwinter business session at the time of the midwinter meeting of the Council of the American Library Association. Fifty members shall constitute a quorum.

Sec. 2. Board of Directors Meetings. Meetings of the Board of Directors shall be held in connection with the annual conference and a midwinter meeting at the time of the midwinter meeting of the Council of the American Library Association and at other times on call of the president. A majority of the voting members present shall constitute a quorum.

Sec. 3. Votes by Mail. Votes by mail of the Division membership may be authorized by the Board of Directors. Such authorization must be accompanied by the assurance from the ALA Executive Board that funds are allocated to pay the cost of such mail vote. A majority of votes cast shall be required to carry.

Sec. 4. When mail votes of members of the Board of Directors or of committees are taken between meetings, a majority of votes cast shall be necessary to carry.

ARTICLE VII Committees

Sec. 1. Standing committees shall be the following:

Bylaws Committee
Book Evaluation Committee
Newbery-Caldecott Awards Committee
Publications Planning Committee
Organization Committee

Sec. 2. Standing and Special Committees shall be authorized by the Board of Directors and may be discontinued by the Board.

Sec. 3. Appointments. Appointments of all committee members shall be made by the president. Members of standing com-

mittees shall be appointed for overlapping terms not to exceed three years, with the possibility of reappointment for only one more term immediately succeeding.

ARTICLE VIII Nominations and Elections

Sec. 1. Appointments. At the mid-winter meeting of the Board of Directors the president shall appoint a Nominating Committee of not less than three members to select candidates for the election the following year.

Sec. 2. Nominations. The Nominating Committee shall present two candidates each for the vice-president (president-elect), for two directors, and for treasurer whenever required by Article 5, Section 1, of these Bylaws.

The Nominating Committee shall also present two candidates for each Council seat for which the ALA Nominating Committee requests the Division to name representatives in accordance with the ALA Bylaws Article III, Section 1 (e) and Article IV, Section 2 (e).

The Nominating Committee shall also present two candidates for each of eight Members-at-large to be elected to the Newbery-Caldecott Awards Committee.

Sec. 3. The committee shall in its nominations represent, insofar as feasible, the various interests and geographical areas represented in the Division membership.

Sec. 4. The Nominating Committee shall report its slate of candidates for Division Officers and Newbery-Caldecott Awards Committee members-at-large at the midwinter business session the year following its appointment. Additional nominations may be made at that meeting by petition in writing bearing the names of at least thirty-five members of the Division. Each nominee named by the Committee or by petition must be a member of the Division, and his written consent must be filed with the Nominating Committee.

Sec. 5. Election. The election shall be carried on in accordance with ALA Bylaws, Article III, Section 4, and with ALA procedures.

ARTICLE IX Amendments

Sec. 1. These Bylaws may be amended by a two-thirds majority vote of the members present and voting at a regularly scheduled business session, provided the amendment has been proposed by the Board of Directors, by a committee authorized by the Division, or by a majority vote of the members present at a business meeting.

Sec. 2. These Bylaws may be amended by a mail vote of the membership when a two thirds majority of the votes returned are affirmative.

Sec. 3. The proposed amendment must be sent to the membership not less than one month before the vote on it shall be taken. It may be sent to the membership by inclusion in an official publication of the Division, the ALA Bulletin, or by direct mail when so authorized by the Board of Directors.

ARTICLE X Parliamentary Authority

The rules contained in Robert's Rules of Order, Revised, shall govern the Children's Library Division in all cases in which they are not inconsistent with the Bylaws of this Division and with the Constitution and Bylaws of the American Library Association.

YOU'RE ENTITLED TO TWO

Did you receive two copies of *Top of the News*? You should have, if you hold membership in both CLA and YASD. Both institutional and personal members have wondered why they did not previously receive a copy with each membership. They should have, and we are glad the error is now corrected. We are eager to hear how you are using your second copy. We hope it may make it possible for more staff members to read *TON* articles or that it can be used in recruiting new ALA and CLA or YASD members. If there is anyone who prefers to receive only one, please let us know at the CLA-YASD Office, 50 East Huron St., Chicago 11, Ill.

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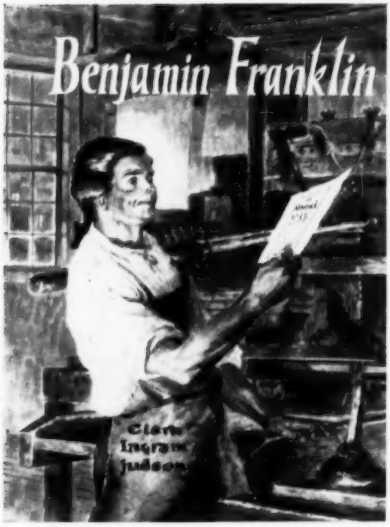

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